CREATING HEALTHY COMMUNITIES

The Process of Community Discovery

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The Process of Community Discovery
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And All the Communities Every Where I have Worked

Dedication
To all those who helped me make this real, but especially to C. David Anderson and Gene
Robertson who taught me how to use that most valuable of tools, the human brain.
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Greetings!

We are very pleased to present you with “Healthy Communities,” a publication by Larry Dickerson, Associate Professor in Alaska Native and Rural Development, and Extension Specialist with the UAF College of Rural Alaska. This manual presents a unique methodology and holistic approach for working with rural communities on their development efforts and long-term capacity building. This valuable resource is the culmination of years of thoughtful work by Professor Dickerson with rural communities in Alaska and elsewhere. Its application is relevant to both individual villages and broader regions.

As sponsors of this project, UAF’s College of Rural Alaska and its Department of Alaska Native and Rural Development and the Cooperative Extension Service, along with the Alaska Rural Development Council are committed to working with rural Alaska villages and their leaders in developing sustainable futures. The approach presented in “Healthy Communities” is an integral part of this process.

Sincerely,

Bernice Joseph
Executive Dean
College of Rural Alaska

Chuck Akers
Executive Director
Alaska Rural Development Council
SECTION I: INTRODUCTION—BASIC CONCEPTS

In the beginning of every healthy community endeavor, each class or training session starts by asking each participant to speak about why they are here and what they hope to gain as a result of this training and the processes that will take place in their home community. This is an excellent way to get at the heart of why people are there and what their expectations are, and gives everyone from the start the opportunity to participate.

It also sets the tone that this is their program, that the processes that take place are driven by them and that ownership of whatever comes about is theirs from the start.

This is a participatory process and training program right from the beginning. In the community, this demonstrates right away that this is a community process and all who want to get to participate.

Some typical comments are:

Teamwork  Think of we, not I  Goals reached sooner
Everyone benefits  Trust  People find own solution
Unity among everyone  Harmony and peace  Optimum wellness
Self esteem  Participation  Interest
Learn more about each other  Growth  Control own destiny
Balance in community  Needed  Long overdue
Community profits  Focus community energy  Quality of life
Customs/culture preserved  Future for children  Clean environment

This is also a good check to use at the end of the class or training session to see if the expectations of the participants and community were met.
Chapter 1: The Process of Community Discovery

INTRODUCTORY COMMENTS

For many years now the terminology for working with communities has almost always included the word development, as in community development or infrastructure development or economic development. But today many communities do not want to develop; they want to stop development or manage development or sometimes stay the same.

Another way to look at community work is to have communities take a close look at themselves. What do they really want to be or look like, what do they want to change or not have change, how do they know what possible effects the decisions they make will have, how do communities learn about themselves, how do they discover their community? Most communities know intuitively or in unspoken ways what their community is really about. But it rarely gets articulated or brought to the surface. Bringing all the knowledge and factors that affect community decision making to the forefront is what community discovery is all about.
CONCEPTS INVOLVED IN COMMUNITY DISCOVERY
These are some of the major community development concepts and principles that will
be explored in this look at a community. These include:

- The Web of Community
- The Basic Principles and Theory of Community Development
- The Different Aspects of Community Discovery and Community Change
- Capacity Development: Individual, Family, Organizational, Community, and
  Leadership
- Community Development Techniques
- The Healthy Community Approach

This will be a hands-on approach that puts all the above into practice while learning
takes place.

The approach will be to:

- Learn
- Do
- Teach
- Understand

so that community members will be exposed to the realities of community discovery
and not just the classroom components. You will put into practice in your home
community. It will be a process of discovery for all involved.

The Process of Community Discovery is an approach to help communities constantly
learn about themselves. A community can look at its parts, interactions, systems,
intangibles, energy, resources, and its patterns and processes. People can put their
community together in a holistic way to not only understand the what, but also the why.
The process will help a community to evaluate its systems and functions on an
everyday basis. But this needs to be done in the context of its definition of a healthy
community.

This healthy community definition will provide the base line for a community to
measure the impacts, types, rates, and causes of change.

The process of community discovery will allow for the knowledgeable management of
community change by proactive capacity building, using appropriate community
development tools, and working through all the aspects of community discovery.

This Community Discovery approach is another step toward creating a comprehensive,
unified community development theory to help communities deal with the constant
change that is an integral part of our existence.

Every community should have the opportunity to manage its future to preserve the
good and enhance the less good and have access to the tools and skills that provide the
understanding needed to best do this.

The idea is to create a method of preventative medicine for communities.

ASPECTS OF COMMUNITY DISCOVERY
Some Aspects of Community Discovery Are:

- Culture
- Arts
- Values/Beliefs
- Stories
- Architecture
- Energy
- Communication Networks
- Sense of Place
- Sense of Community
- Community Systems
- Information About Your Community
- History
- Governance
- Dreams/Hopes/Visions
- Community Dynamics
- Patterns/Processes

These aspects and the elements of the web of community, to be discussed later, all need
to be examined closely to begin discovering your community and how it all fits and
works together.
Chapter 2: Managing Community Change

INTRODUCTION
Communities are constantly undergoing change. Generally change is slow and incremental, and a community's capacity to manage change is not tested. The processes of accommodation and acculturation incorporate the incremental changes into a community with a minimum of fuss and disruption.

In Alaska, the rate, pace and types of change have been faster and more intense than in other places. Changes that may take place over several generations have been compressed into a generation or less. Changes in lifestyle, culture, technology, food, cash economy, clothing, and governance structures are but a few of the changes that have taken place in the past 50 years.

The ability of a community to create, sustain, and implement the capacities needed to manage the changes that have taken place has been tested to the limit. A key to having healthy communities in rural Alaska will be their ability to adapt to and manage change in a way that preserves the good of a community, while taking advantage of the new that fits within the community's definition of a healthy community.

Understanding the generators of change and the tools available to manage change is a key component of keeping a community healthy.

PROCESS
To help a community understand the changes that have taken and are taking place, generally the process of asking the community these three questions helps them to understand what is taking place.

These are:
1. What are the changes you have seen take place in your lifetime?
2. What have been the generators of these changes?
3. What can be done to mitigate these changes?

The answers that follow are typical answers that have come out of sessions held in Alaska communities.

COMMUNITY CHANGE

Question 1: What are the changes you have seen in your community in your lifetime?
- Electricity/Telephone
- Traditions
- Language
- Abuses now
- Clothing
- Lots of outside services
- Values
- Politics
- Transportation

- Elders
- TV
- Discipline
- Alcohol/Drugs
- Food and preparation
- Culture
- More entities
- Subsistence

- Education
- Behaviors
- Religion
- Morals
- Age of parents: younger
- Land Policies: "our land"
- Income/Cash
- Leadership

Question 2 - What have been the generators of change?
- Exposure to outside world
- Loss of history/culture

- Invasion
- Money

Question 3 - How can this change be mitigated?
- Jobs
- City ordinances

- Education

The identification and generators of change are easily identifiable to most communities. The question of how this change is managed is another matter. Mitigation and control of change requires change tools that many communities do not have, or are not aware of.

A good resource for Alaskan communities is the "McCarthy Road/Chitina Road Roundtable Project, Phase II Report, September 2000. This is available from the Alaska Department of Transportation and Public Facilities at 1-888-752-6368. This report details the change management tools available to Alaskan communities, both governmental and informal ones. It is a strongly recommended resource for rural Alaskan communities. Following are several aspects of a community that are visibly affected.

Community Change Results In:
- Changes in community values
- Changes in demands for service
- Changes in infrastructure needs
- Leadership changes
- Needs for capacities to manage change
- Stress on existing community capacities
- Cultural outlook changes
- Disruptions in community governance
- Population/demographic changes
- Economic base changes
- Local business mix changes
- Physical appearance changes
- Energy need changes
- Local communication network changes
- Civic virtue changes
- Dreams/hopes/vision changes
- Community functions changes
MANAGING COMMUNITY CHANGE

"Every person’s opinion is fact to them." This is an observation made many times over the years. In order to manage change, people’s attitudes and beliefs have to be changed. This is a very difficult task at times. But there are some general observations about how people change their minds and awaken to changes occurring around them. The first step to managing change is to be aware that it is happening.

A simple change adoption process is:
1. Create awareness of what is happening
2. Develop interest in the changes occurring
3. Give people a chance to objectively evaluate changes that are occurring
4. Let people understand the nature of the changes that are occurring
5. Create a safe way to adapt to the changes taking place.

A way to help adapt to the change is to communicate that the change can:
1. Create positive chances to be innovative
2. Be a chance to disseminate new information
3. Legitimize new ways of doing things
4. Be integrated into community ways of doing
5. Reinforce core community values

Be aware that beliefs, values, personal needs, and attitudes can be affected by habits, social norms, and expected behaviors, and all of these affect the behavior in relation to change. Mitigating change is personal as well as community oriented. Community members will not be willing to even address changes unless they are comfortable with the change adoption process.

Strategies that can help do this are:
1. Change existing beliefs and values in nonconfrontational ways
2. Determine the new needs and aspirations that change presents and approach them in a positive, proactive way
3. Use community norms and values to influence citizens
4. Help people understand the generators of change and the factors associated with that change

Use all communication and information sources available to educate for understanding of changes occurring, possible results of that change, and ways to positively manage and mitigate community change.

COMMUNITY CHANGE PARADOX

"Change is the Only Constant in the Universe" – Albert Einstein

"Only a Baby With a Messy Diaper Likes Change" – Mark Twain

This is part of the problem with community change. It is always happening, but most people want to have little to do with it.

The other concern is that many new Alaskans expect:
to have a rural lifestyle,
with urban amenities,
want it all right now,
do not want to pay for any of it.

The signs of this in communities are:
1. Fights within the school board
2. All dogs tied up but mine
3. Traffic signals
4. Cursing your neighbor for keeping you off the internet
5. Not paying household utility bills
6. Not supporting and buying from local businesses

The impacts of community change can literally tear a community apart with the differing values that come when newcomers outnumber long timers. Rural Alaskans will have to develop new tools and capacities to manage the immense changes taking place today.
Chapter 3: The Healthy Community Approach

INTRODUCTION

A healthy community is much like a healthy person. All the parts must be healthy; all aspects must be working together, and all the processes must be functioning correctly. Creating a healthy community is like baking a cake. It can be of any flavor, but it must have all the essential ingredients in the community for it to rise and bake correctly. It is up to the community to determine its particular flavor, look and taste. But the essential ingredients for the cake must be available in the community or it will flop. The essentials must be maintained or a community will be dependent upon someone else to bake a good cake. Ingredients from the outside are OK for the icing, but not for the basic parts.

As we shall see in the web of community, looking at the whole of the community and how everything fits together is a key to determining what creates and maintains health in your community. Just like people, all communities are different and need different health regimens to stay healthy. We have spent a lot of time discovering individual health, but far too little on community health. It takes even more time and effort to look at the complex nature of communities and understand about how they function.

The healthy community approach is a way to learn about and care for our community. It requires discipline, energy, and hard work. But it will all be worth it when we have the kind of community we all want to live in.

It is up to every community to define and maintain community health as they see it, not as those from outside the community would have it. Community health is a function of local determination and should not be dictated by outside forces.

What is a Healthy Community to You—Common Answers

<table>
<thead>
<tr>
<th>Alcohol and drug free</th>
<th>Care providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectedness</td>
<td>Job training</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Involvement</td>
</tr>
<tr>
<td>Respect</td>
<td>Own economic development</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Potlatches/Eskimo dancing</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Volunteer/civic duty</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Sharing</td>
</tr>
<tr>
<td>Healthy family structures</td>
<td>Keeping language alive</td>
</tr>
<tr>
<td>Kids in school</td>
<td>Communication</td>
</tr>
<tr>
<td>In touch with culture</td>
<td>Keeping traditional activities</td>
</tr>
<tr>
<td>Respect For Elders (role models) and leaders</td>
<td>Living values</td>
</tr>
<tr>
<td>Peer helpers</td>
<td></td>
</tr>
</tbody>
</table>
The web of community is a visual way of seeing how a community fits together and all the pieces interconnect. It can also be a way of seeing how processes and patterns develop from community interactions.

This came from Chief Seattle’s observation that “the Universe is a web that is woven and we are all but strands in that web.”

This web is an evolving one that grows and changes every time it is used in a new community. It is not meant to be an end in itself but only a means, a tool, to help us better understand how communities work and fit together.

The web includes:
- Parts of a community
- Community interactions
- The Energy of a community
- Community resources
- Intangibles of a community
- Community systems
- The sacred
- Community patterns and processes
- Connections to the outside world

We will look closely at each of these aspects of the web of community and how they can be discovered and understood in your community.

Chapter 1: Web of Community

Web Exercise
An easy exercise is to create your own web of community as a first easy step in your community. Follow these simple instructions.
- Everyone Stand in Circle
- Use Large Ball of Twine
- Hold Onto End and Throw the Ball of Twine to Someone Else
- While Throwing Say:
  - My Community to Me is:_____
  - Describing What Your Community is to You
- Continue Throwing Twine Around Circle To Someone Who Has Not Yet Had a Chance To Speak, While Each Person Holds On To Their Piece of Twine Until Everyone in Circle is Included
  - When Everyone Has Spoken Ask:
    - What Do We Now Have? - A Web
    - Someone Pull On The Web: What Happens? - It All Vibrates
    - Someone Drop His or Her Part Of The Web: What Occurs? - Web Becomes Slack
    - All Drop Their Part Of Web: What Do We Have? - Nothing
    - It Takes Everyone To Make The Web

After you are done have one person collect the Web and be the keeper of the web for that community.

This is a simple but effective exercise to visually represent a community web and how it all fits together as well as show how all parts of a community are connected to all others.
Chapter 2: The Sacred in Community

It is always best to start with what is sacred in a community. This is what you want not to change in your community. It is what makes your community the unique place that you call home. The sacred is what cannot be taken away without ruining the essence of your community. This is the most important aspect of any community. Yet we, or others, make community decisions all the time without ever considering what effect they will have on the sacred. Organizations have missions, but we hardly ever take the time to discover and articulate the most essential ingredient of any community.

The sacred of a community is generally known to all, but rarely put in a way that helps guide a community through the maze of decisions necessary to create and maintain health. This should be simple. Determine what is sacred and monitor every decision that you make and implement against its effect on the sacred. If the sacred is disturbed, then change your course of action.

One method of determining the sacred is a very simple community exercise.

Ask community members four simple questions:

1. What are your favorite things to do in your community?
2. Where are your favorite places to go in your community?
3. What are the favorite reasons why you live in your community?
4. What is the glue of your community; what makes it home?

Then ask what is it about these answers that makes your community home.

This will be a good start to discovering the sacred in your community.

You can also just ask what is the sacred, but the favorites exercise is a fun way to look at many aspects of what is sacred.

Sacred/Favorites Exercise

Question 1 – What are your favorite things to do in your community?

- Camping
- Watching grandkids
- Spending time with elders
- Read a good book
- Eating Eskimo food
- Picking berries/greens
- Looking at stars
- Preparation of Eskimo food
- Potlucks
- Fishing with a rod
- Cooking and baking
- Swimming
- Eating free food
- Dog mushing
- Snow machining
- Climbing
- Driving auto
- Gathering
- Steam bath
- Spending time with kids
- Eskimo dancing
- Sewing/crafts
- Listening to music
- Visiting
- Travel
- Family gatherings
- Ball games
- Hunting
- Ride up the beach
- Play basketball
- Fishing thru ice
- Visiting with family
- Sunday school with kids
- Skiing
- Walking

Question 2 – Where are your favorite places to go in your community?

- Hot springs
- Friends/parents houses
- Berry picking
- Camp site and cabin
- Family
- Countryside
- Rec center
- Lagoon
- Beach
- Fishing spot
- Potlucks
- Church
- Mountains
- Fish camp
- Eskimo dancing
- Home
- Ball games
- Work
- School
- Mom & dad & grandma’s house
- River
- Valley
- Another village
- Basketball games
- Dad’s cabin
Chapter 3: Parts of a Healthy Community

INTRODUCTION
A community has parts just like a person has parts of one's body.

These parts include:
- Living things in the community – the biosphere
- Physical properties – the landscape
- Man made constructions – buildings, roads, etc.
- Mental connections – communication networks, governance, etc.
- Emotional aspects – community attitudes, feelings, etc.
- Spiritual concerns – heart of community, beliefs, etc.

What are the parts of your community?

Common answers:
- Physical setting
  - Location
  - People
  - Land/water/animals
  - Buildings
  - Trails/roads
  - Loaders/elders/youth

What kind of parts a community has is very important to the health of a community. Are they pleasing to the eye?

Are they environmentally clean?
Do they fit with the landscape?
Do they present a healthy view?

Having healthy parts is just like having a healthy body. It is the foundation of the physical health of a community.

Identifying all the parts and their place in the web is a big part of community health. The best method is to walk around your community and do a “parts” inventory. This is much better than sitting in a room and talking about the parts of your community. Turn this inventory into a community parts map and put it in a place where most community members congregate so locals can visually see the parts of your community.

The “sacred places” can also be a part of your community map.
Chapter 4: Community Interactions

INTRODUCTION

Every community has a myriad of interactions occurring at all times: varying kinds of interactions among people, interactions with the different parts of a community, interactions with other communities and peoples, and formal and informal interactions with systems and processes of the community.

These interactions help create the patterns, processes, and how the web is woven. They are the lifeblood and circulatory system of a community. They help determine the uniqueness and personality of a community. They are how things are done in a community. Understanding community interactions is a key to understanding how to manage and direct change in ways that help keep the community healthy.

To tinker with community interactions without understanding them is a good way to disrupt essential community functions. Identifying and interconnecting community interactions helps to better understand how a community really functions.

What interactions take place in your community?

**Common Answers:**
- Gathering/social
- Spiritual
- Educational
- Conflict - hostile
- Cooperative – partnership
- Economic
- Outside web – interregional
- Mental
- Cultural
- Prevention
- Recreational
- Emotional

Take the time necessary to identify and analyze and understand the different interactions in your community. These interactions are the strands of the web that connect the pieces of the web together. Unhealthy interactions can produce weak strands and a weak web. If community decisions weaken local interactions the web can fray and weaken.

**Types of Community Interactions**

- Educational
- Social
- Political
- Cultural
- Economic
- Recreational
- Spiritual
- Environmental
- Interpersonal
- Helping
- Sharing

Chapter 5: Intangibles of a Community

**What Makes Your Community Home**

INTRODUCTION

One of the best things about any community are the intangibles that make a community unique, that create community pride and are what we think about when we think of home. The intangibles are the unspoken and undefined aspects of a community that are rarely addressed, but always there.

There are many intangibles of community that make up some of the essential parts of the web. These are:

- The sense of community – what brings us all together
- Sense of place – why the place we live is so special
- Civic virtue – the concept of giving to your community as a virtue of living
- Local culture – the uniqueness of the local culture that creates the richness of life in a community
- Values/beliefs – those things that bind a community together and guide how we all live together, what we all share in common
- Personality – those unique traits and characteristics that give a community its originality and identity
- Sense of belonging – you feel at home

These intangibles are what make life fun and interesting and create common bonds in a community. They are also directly related to the sacred and, if altered in unhealthy ways, can destroy the very fabric of community life.

Here are some typical answers to questions about intangibles.

**Question 1:** What are the intangibles of your community?

<table>
<thead>
<tr>
<th>Person's identity</th>
<th>Different meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Way somebody thinks</td>
<td>Local vs. Outsiders</td>
</tr>
<tr>
<td>Different interests</td>
<td>Knowledge of people</td>
</tr>
<tr>
<td>How we see things</td>
<td>Cultural food specialties</td>
</tr>
<tr>
<td>Communicate differently</td>
<td></td>
</tr>
</tbody>
</table>

**Question 2:** What creates the “sense of community” in your community?

<table>
<thead>
<tr>
<th>Cultural</th>
<th>Heritage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing everyone</td>
<td>Safe</td>
</tr>
<tr>
<td>Roots</td>
<td>Unconditional love</td>
</tr>
<tr>
<td>Looking out for each other</td>
<td>Pass on from one generation to the next</td>
</tr>
<tr>
<td>This is where I want my kids to grow up</td>
<td>Sense of belonging</td>
</tr>
<tr>
<td>Education – local orientation with teachers and vice versa</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 6: Energy of Community

INTRODUCTION

A community needs energy to function just like a person does. But it also needs appropriate energy.

If a community wants to be a couch potato community, it needs couch potato energy; if it wants to be a marathon runner community, it needs marathon runner energy. If we eat the wrong amounts and kinds of foods we will not be healthy, the same is true for community energy.

Community energy includes:

- The human spirit—one person can make a difference and a whole community of people can make all the difference. Measuring the human spirit of a person or community is not easily done, but we all know it when we see it, or the lack there of.

- Vision/dreams/hopes—Thomas Jefferson said “Without a vision the people will perish”. Casey Stengle said “If you don’t know where you are going you most probably won’t get there”. It is our common dreams, hopes, and visions that fuel the healthy community efforts.

- The economy—The economy is the lifeblood of a community. It is how people in a community create wealth, earn a living, and can afford to have the things that are important to them in life. But having the kind of economy that creates, supports and sustains community health is most important. Creating economic activities that destroy or weaken other parts of the web may do more harm than good in the long run. Industrial development may not be a good source of energy for communities who want an agrarian lifestyle. Community economies should fit in the web of a community.

Human Spirit

The human spirit is not a measurable phenomena. Yet it is one of the key elements of community energy. We all know it when we see it and also when it is not there. It is possibly the most important part of community energy. How to discern and catalog a community’s human spirit is one of the mysteries of the community web. Some things are just not quantifiable or easily explained. But every community knows intuitively the state of the grit and gumption of its people. They also know its importance to getting things done. Without this invisible energy, little gets done.
VISIONING OF A COMMUNITY

There are many visioning formats and ways to do community visioning. Below is a format adaptable for communities that can take you from dreams to realities. There are many others.

A simple way is to get people together and ask these simple questions:

You now live in your ideal healthy community.
What does it look like?
What are its characteristics?
What are your dreams for your community?

This is a simple and direct format that engages people immediately.

Common Answers To Visioning Questions

| Small town atmosphere | Friendly |
| Secure/safe            | Affordable housing |
| Parks and trails       | Cultural diversity |
| Recreational facilities| Accessibility |
| Green/flowers          | Clean |
| Sidewalks              | Good transportation |
| Adequate social services| Economically stable |
| Protect views          | Small business haven |
| Earthquake proof       | Art/music/plays |
| Walking                | Cultural activities |
| No alcohol/drugs       | Teen center |
| Malls                  | Hospital |
| Museum                 | Use resources wisely |
| Alternative fuels      | Community unity |
| Clean environment      | Day care |
|                        | Native teachers |

There are many more answers specific to individual communities, but these turn up in almost every visioning session.

Visioning/Focusing Process

A process to develop an action plan for a community based upon a common vision of the future.

PURPOSE: To create a dynamic plan of work derived from a common vision of the future. The methodology is to develop incremental, achievable activities that ensure small successes that lead to further participation and the eventual accomplishment of the common vision. It is the process of making dreams come true.

ENVIRONMENT: The session should be held in a setting that allows the participants to be comfortable and informal. The facilities should be large enough to easily accommodate the size of your group, allow space to break into small groups, and to allow the participants to move about and stretch at will.

GROUP SIZE: This process works with groups of any size if logistics are properly planned for.

TIME FRAME: The time frame varies from group to group, depending upon group size, how talkative they are, and synergy. The average time is around three hours, but no group is ever average. This process must be done on natural time, not by the clock. The facilitator must let the group go at its own pace but still keep them on track.

MATERIAL NEEDS: At least one dozen magic markers, one full pad of newsprint, one easel to hold the newsprint, one roll of masking tape, plenty of wall space to tape newsprint on, one writing instrument for each participant, and one three-by-five note card for each person.

STAFFING NEEDS: One facilitator and one recorder, who may change roles from time to time.
COMMUNITY

STEP 1 – SETTING THE STAGE
Introduce yourself and your co-facilitator and have the participants introduce themselves, tell why they came, and what they expect from this session. Set the stage by briefly explaining the process they will be going through and the concept of building from a common vision rather than set of disconnected problems. Use the analogy of looking where the road goes, rather than always filling potholes. Another way to explain it is to draw a horizontal line and explain the pothole approach is always struggling just to get up to the line, while visioning starts way above the line and works its way back. It is a process of building from capacities rather than trying to alleviate deficiencies.

STEP 2 – TAKING A LOOK AT THE PRESENT
Divide the participants into small groups of four to eight people, depending upon the size of the group. Smaller is better. Split them in such a way that they form groups with people they know the least. Give each group newsprint and a magic marker and have them draw with pictures using no words the five favorite things to do and the five favorite places to go in your community. When done, tape on the wall (on same section of the wall) and select one person to describe your picture. When all groups are finished, have them report.

STEP 3 – BUILDING THE VISION
Put the participants back in their same small groups and tell them It is 5-10-15-20 etc. years in the future and you have created your ideal community: what are its characteristics? What does it look like? Draw a picture of what you want your community to look like. Write it on newsprint and choose another person to report when you are finished. When all groups are finished, have them tape on wall and report.

STEP 4 – CREATING THE COMMON VISION
Have one facilitator stand by the group vision reports and the other ask the group as a whole to Look at the small group visions and pick out the commonalities of the visions by the categories they might fall into. Have the facilitator by the small group vision sheets check off each item as it is written down in the category by the other facilitator standing in front of the whole group. Continue the process until the common vision is complete. Then ask the group as a whole if they agree on the common vision as a guide to their future. A way to ask is “Would you feel good if everything in the common vision was done in the next xx years?” Once consensus is achieved you may continue to the next step.

STEP 5 – MAKING IT REAL
Have the participants return to their original small groups and give them two tasks: 1. What needs to happen in the next year to make the vision real? What needs to be done? What activities need to take place? What information do you need? How are you going to start making your dreams happen? 2. What resources do you already have to help in doing the things you just identified above? Do not qualify or instruct the groups any further. Let them set their own parameters of action. Have them write on newsprint and tape on the wall when they are finished. Have them select a different person to report and have all groups report.

STEP 6 – PRIORITIZATION
Distribute one 3 x 5 note card to each participant. Have them individually write on the card the answer to “If you were going to leave here and do one thing tomorrow to start achieving your vision, what is it you would do? Refer to the common vision and the ideas generated in your small groups. Be creative and pick something that you can actually start to do.”

Give the group about ten minutes to do this. When all are done writing, pick one person or get a volunteer to start reporting on what they have on their card. The best method is to relate the first card read to a common vision category, and then have all others who have the same category pick a card report. Then the facilitator can write the category-related priorities on one piece of newsprint. Once a category is complete, choose another person to report in another category and get all the priorities in that category on a new piece of newsprint. Continue this process until all people have their card responses categorized. Their responses may be put into more than one category.

STEP 7 – CHOOSING WITH FEET/ACTION PLANNING
The facilitator should place each different priority category sheet that he has on a different table. The facilitator should instruct the participants to move to the table of the category that they wish to work on. When all participants have selected a priority area to work on, these groups should be given the action planning worksheets to fill out, so they can plan what needs to be done in the next year to accomplish that prioritized part of their common vision. When all groups are done, have them report to the whole group. This allows the whole group to see what is planned and to comment on it if they wish.

STEP 8 – MEETING DATES
The group needs to set two meeting dates. One for the group as a whole to meet and review progress on their monthly goals, and a meeting date for each of the action planning teams to start work on achieving their one-month goals.
Step 9 – VISIONS OF THE PAST
Have the group as a whole brainstorm their visions of their community in yesteryear. This should be a very quick exercise to produce a list of impressions that the facilitator writes on newsprint and tapes on the wall.

STEP 10 – THE HEART OF THE COMMUNITY
Review the sheets created in step one on the present, the common vision, and the ideas on yesteryear. Ask the group to identify what is the good they want to preserve in their community? What is the heart and soul of the community? What is it they do not want to change? What good do they want to improve? Remind them that this is a process aimed at creating their vision of a healthy community and that all development should proceed with maintaining the heart and soul of their community. All actions should be aimed at preserving the good and improving the less good.

STEP 11 – INCH BY INCH AND ROW BY ROW
Review the entire process the group has gone through. They have created a common vision, prioritized its most important parts, created a plan of work, and set up a structure to complete the identified tasks. The big picture has been broken down into doable parts. You eat a whole one bite at a time, or your garden grows inch by inch and row by row. Encourage them to go and get it done.

STEP 12 – GOOD-BYE
A community vision is the impetus that drives a community forward. It produces the energy to get things done. A vision is a catalyst to get the web vibrating and strong. It fuels the work that produces community health. It is the definition of community health and sets what kind, shape, pattern, and design a community web will have. Without a driving vision there is no drive to create, define, and maintain community health and a strong vibrant web.

Economic Opportunities

Introduction
Community economic development is something that has been given a lot of attention the past twenty years or so. There have been lots of theories, lots of methodologies, and lots of strategies, and way too often these take place irrespective of the effects that they have on the rest of the community. But there are several considerations that need to be taken into account before a community goes down the economic development path. Some of these are:

COMMUNITY ECONOMIC DEVELOPMENT DOES NOT TAKE PLACE IN A VACUUM. It must be looked at in relation to the web and all the effects it might have.

COMMUNITY ECONOMIC DEVELOPMENT VIEWED AS A PROCESS THAT PRESERVES THE GOOD AND IMPROVES THE LESS GOOD. Improving on community health should be the focus.

COMMUNITY ECONOMIC DEVELOPMENT DOES NOT REQUIRE GROWTH IN THE CONVENTIONAL SENSE. Improving an economic sector, capturing more of a market, keeping dollars at home, and using resources more wisely can improve an economy and community just as much as conventional economic growth strategies.

CHANGES IN ECONOMY ARE RESULT OF MANY FORCES AND DO NOT HAPPEN OVERNIGHT. There are no “miracles on Main Street.” Things did not deteriorate overnight and will not improve overnight. Understanding the structural and cyclical processes that have led to economic changes is important to community and economic health and maintaining a vibrant community economy.

CAN HAVE FIFTY DIFFERENT 2% SOLUTIONS – NOT JUST ONE -100% SOLUTION. It is not wise to put all your eggs in one basket. Diversification and sustainability should be the desired outcomes, not one big solution.

ECONOMY GOES THROUGH CYCLES OF BIRTH AND DEATH JUST LIKE INDIVIDUALS DO. It is not wise to hang onto an economic development strategy whose time is past, and it is wise to be on the leading edge of new economic trends. It is better to have economic development strategies that are on the birth cycle rather than those that are on their death bed.

COMMUNITY ECONOMIC DEVELOPMENT EFFORTS MUST LOOK AT ALL THE CONSEQUENCES. This was mentioned above and is critical to choosing economic development strategies that fit a community and enhance community health and the web, not weaken it.
Economic Goals
A community must have economic goals that fit within their overall web and community development goals and strategies. John Tharp of the University of Missouri Cooperative Extension discusses Community economic development goals in the context of three basic principles. These are:

1. **Sustainability** – All Community economic development goals should lead to a sustainable economy.

2. **Stability** – All Community economic development goals should produce economic stability.

3. **Equity** – All Community economic development goals should promote economic equity for all members of a community.

John Tharp also mentions several specific generic goals a community should look at in developing their economic development strategies. Some are:

1. **Increase Number of Jobs**—create new jobs in the community

2. **Raise Personal Income**—create more community wealth for members

3. **Expand Economic Base**—Create more sources of income and employment. Diversify the economy.

4. **Increase Proportion of Money Spent Locally**—Keep dollars and spending in the community.

5. **Increase Local Business Ownership**—Have as many businesses as possible be locally owned and operated.

6. **Increase Efficiency of Local Resource Use**—Use local resources wisely and well and in sustainable ways.

7. **Insulate Economy From Cyclical and Seasonal Swings**—Understand economic forces that affect a community from the outside and protect a community from ups and downs.

8. **Bring in More Outside $$**—Find ways to capture more outside dollars for your community.

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**The Rusty Bucket Model**
Jerry Wade of the University of Missouri developed a community economic development workshop to help communities understand and build upon their economy. Using an old bucket, he would demonstrate how a local economy operates. He would hold the bucket up and show that:

**Money Flows Into the Bucket**
He would ask community members how money flows into their community. Common answers were: government, visitors, people who buy things, resources exported out of the community, things manufactured in the community, and other items specific to a particular community.

He would then demonstrate how:

**Money Circulates in the Bucket**
He would do this by explaining the multiplier effect, or how many times one dollar is spent in a community. A person gets paid and spends it at a store, the store buys inventory from a local producer, the local producer pays his employee, and so on. This lets money circulate in the bucket and be spent many times within a community, creating more employment and income.

But the bucket leaks, and so does the economy of every community, so

**Money Flows Out of the Bucket**
This means money leaves the local economy and goes elsewhere and therefore needs to be replenished on a regular basis. The question is asked, how and where does money leak out? Some common answers are: Cars, clothing, energy, food, tools, all kinds of manufactured goods, workers who live elsewhere, businesses owned outside the community, building materials, and so on.

So how does a community **BUILD ITS ECONOMY?** This can be done in three basic ways:

1. **Increasing The Flow of Money Into The Bucket**—find new ways to bring money into your community.

2. **Circulating The Money More Times While It Is In The Bucket**—find ways to keep money longer in your community.

3. **Plug The Leaks In The Bucket**—produce more of what you buy locally.

This model has helped many communities understand their community better and create appropriate economic development strategies for their community. This approach has been adapted for use in Alaska communities and this will be looked at very shortly.
Another way to look at your economy is through ECONOMIC BASE ANALYSIS. This is a methodology that looks at the sources of employment and income in a community. This can paint a good picture of what is actually taking place in a community economy and not what we think may be happening. Many times we do not really know where the major sources of employment and income are coming from in a community. Government transfer payments, retirees' income, and other less visible aspects of the economy may play a much larger role than one sees.

Developing economic development strategies that may affect these important, and often largest, income sources may do more harm than good to a local economy.

There are many methodologies and sources of data to do an economic base analysis. They will not be gone into here, but most can be accessed through state Census Data Centers and Cooperative Extension Service offices. This is a tested method for painting another picture to help you understand your community's economy.

Possible Income Sources
- Natural Resource Development
- Manufacturing
- Government
- Transfer Payments
- Construction
- Transportation
- Utilities
- Trades
- Finance
- Services
- Dividends, Interest, Rent
- Subsistence

Possible Sources of Employment
- Natural Resource Development
- Manufacturing
- Government
- Social Security
- Construction
- Transportation
- Utilities
- Trades
- Finance
- Services

Economic Development Plan
There are many formats to put an economic development plan together. The following form is one way to take what you have captured in the economic opportunities workshop and put it in a format that can be used as an economic development plan to communicate what you are planning to do.

The format is easy to visualize and uses current economic development jargon.

The five basic strategies are ones that are used by many community economics practitioners. They are:

1. Capture existing income in a community
2. Retain and expand existing businesses
3. Capture more outside income
4. Create new local businesses and enterprises
5. Recruit businesses compatible with the local economy

To implement these strategies the following local tactics can be employed. They are:

1. Use local resources well and wisely
2. Develop local products that let a community import less from the outside
3. Add value to local resources and products by producing more finished products out of local resources
4. Develop more products and services that you can export out of your community

The following form was developed by Charles St. Clair of the University of Missouri as a way for communities to see how their economic development strategies and tactics all fit together into an easily viewable plan.

This form is just a thought piece to help you visually look at the different opportunities a community has to develop economic development ideas based on it's own resources and capacities. This form is just a simple one page way of developing a basic economic development plan for a community.

This is just one tool to help communities see how their economic development efforts fit together and how they can relate to the web of each community.
| Export Development | | | | |
|-------------------|-----------------|-----------------|-----------------|
| Value Added       | | | | |
| Import Substitution | | | | |
| Conserve and Enhancing Resources | | | | 
| Tactics | Capture Existing Income | Retain and Expand Existing Businesses | Capture Outside Income | Create New Enterprises | Recruit Compatible Enterprises |

**Economic Opportunities Discovery Process**

The three-step process described below lets a community develop economic development strategies based on its own unique assets, resources, market positions, and opportunities. It is usually done by dividing the attendees into four groups and addressing one of the questions in both step 1 and step 2. The entire group of attendees then addresses the question in step 3. Following the steps are the composite results of several actual economic opportunity workshops conducted in Alaska.

**STEP 1**

**Question 1:** What are the products and services your community currently imports?

**Sample answers**

<table>
<thead>
<tr>
<th>Products</th>
<th>Imports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller ID</td>
<td>Calling cards</td>
</tr>
<tr>
<td>Wood/lumber</td>
<td>4 wheelers</td>
</tr>
<tr>
<td>Groceries</td>
<td>Hardware/spare parts</td>
</tr>
<tr>
<td>Medical services</td>
<td>Gas, fuel</td>
</tr>
<tr>
<td>Outboards</td>
<td>Boats</td>
</tr>
<tr>
<td>TV's</td>
<td>Clothing</td>
</tr>
<tr>
<td>Heavy equipment</td>
<td>VCR's/DVD's</td>
</tr>
<tr>
<td>Medications</td>
<td>Music/CD's/tape's</td>
</tr>
<tr>
<td>Bingo/pull tabs</td>
<td>Tobacco/alcohol/drugs</td>
</tr>
<tr>
<td>Camcorders</td>
<td>Videos/movies/stereos</td>
</tr>
<tr>
<td>Fishing/hunting supplies</td>
<td>Tools</td>
</tr>
</tbody>
</table>

**Education:**

<table>
<thead>
<tr>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairmen</td>
</tr>
<tr>
<td>Legal</td>
</tr>
<tr>
<td>Architects/engineers</td>
</tr>
<tr>
<td>Doctors (specialty)</td>
</tr>
<tr>
<td>Surveyors/land surveyors</td>
</tr>
<tr>
<td>Archeologists</td>
</tr>
<tr>
<td>Pilots</td>
</tr>
<tr>
<td>Police force</td>
</tr>
<tr>
<td>Clergy</td>
</tr>
<tr>
<td>Salesmen</td>
</tr>
</tbody>
</table>

**Question 2:** What are the products and services your community currently produces?

**Sample answers**

<table>
<thead>
<tr>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gravel source</td>
</tr>
<tr>
<td>Sleds</td>
</tr>
<tr>
<td>Parkas/kuspaks</td>
</tr>
<tr>
<td>Ulus/ladies</td>
</tr>
<tr>
<td>Wooden berry buckets</td>
</tr>
<tr>
<td>Rummage sales</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Services:

- Laundry/sauna
- Video store
- Recreational activities
- Dances/festival
- Road maintenance
- Church services

#### Question 3—What are the resources available to you in your community?

**Sample answers**

<table>
<thead>
<tr>
<th>Land</th>
<th>Water</th>
<th>Mountains/rock/gravel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various fish species</td>
<td>Crabs</td>
<td>Winter sports/snowboarding</td>
</tr>
<tr>
<td>Marine mammals</td>
<td>Artists</td>
<td>Educated and talented population</td>
</tr>
<tr>
<td>Driftwood</td>
<td>Berries</td>
<td>Tannery business: skins</td>
</tr>
<tr>
<td>S.A.S.</td>
<td>Dancing</td>
<td>Mining/minerals various</td>
</tr>
<tr>
<td>Ivory carving</td>
<td>Native customs</td>
<td>Swinmning pool</td>
</tr>
<tr>
<td>Hot springs</td>
<td>Parkas</td>
<td>Local Native industry</td>
</tr>
<tr>
<td>Hunting and guiding</td>
<td>Cable</td>
<td>Rental building</td>
</tr>
<tr>
<td>Religious groups</td>
<td>Stores/restaurants</td>
<td>Local schools</td>
</tr>
<tr>
<td>Elders/Native traditions</td>
<td>USPS</td>
<td>College/school libraries</td>
</tr>
<tr>
<td>Health care providers</td>
<td>Flora/fauna</td>
<td>Bird sounds (recording)</td>
</tr>
<tr>
<td>Weather bureau</td>
<td>Airlines</td>
<td>End of the Iditarod</td>
</tr>
<tr>
<td>Winter sports</td>
<td>Basketball</td>
<td></td>
</tr>
</tbody>
</table>

### Resources:

- Raw lumber
- Berries
- Willow bark
- Crabs

#### Question 4—What resources, products, or services do you currently export out of your community?

**Sample answers**

<table>
<thead>
<tr>
<th>Fish:</th>
<th>Reindeer meat/caribou</th>
<th>Parka's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roe</td>
<td>Slippers</td>
<td>Leather</td>
</tr>
<tr>
<td>Pickled</td>
<td>Gloves</td>
<td>Leggings</td>
</tr>
<tr>
<td>Waterproof pants/boots/gloves</td>
<td>Skins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish:</td>
<td>Dried</td>
<td>Frozen</td>
</tr>
<tr>
<td>Roe</td>
<td>Canned</td>
<td></td>
</tr>
<tr>
<td>Pickled</td>
<td>Fish skin wallets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berries:</td>
<td>Jams &amp; jellies</td>
<td>Dried</td>
</tr>
<tr>
<td>Frozen</td>
<td>Dyes</td>
<td>Eskimo ice cream</td>
</tr>
<tr>
<td>Wine</td>
<td>Berry pie mix</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grass Baskets:</td>
<td>Earrings</td>
<td>Insoles</td>
</tr>
<tr>
<td>Mats</td>
<td>Wall hangings</td>
<td>Hair pieces</td>
</tr>
<tr>
<td>Necklaces</td>
<td>Dance fans</td>
<td>Masks</td>
</tr>
</tbody>
</table>

#### Services:

- Eskimo dances
- Language classes
- Sled building

**Knowledgeable and talented people**

- Specialty Native foods
- Diamond willow products
- Land-allotments, campsites, resorts

**Services:**

- Traditional healers
- Bookkeeping
- Technical experts

- Carving classes
- Administrative skills
- Electricians, carpenters, etc.
STEP 2

Question 1—What could you produce locally that you currently import?
Sample answers
Clothing
Ivory carving
Make own books
Animal/bird watching
Web pages
Dirtwood furniture

Food:
Fish
Greens

Sample answers
Cash
Skin sewing
Make own tools/knives
Construct own housing
Jewelry
Minerals/rocks
Animal furs

Jerky
Muktuk
Berries
Tundra tea
Roots

Question 2—How could you add value to what you currently produce?
Sample answers
Business:
Gift shop
Reading
Parkas/kuspuks

Bakery: Bake sales

Wood Shop:
Sled building
Ladle making

Student Coop:
Student Council store
Fund raising

Recreation:
Fiddling

Own your own company:
Needs:
Small business training
Secretarial skills
Carpentry skills
Land management

Sample answers
Respect historical lands
Respect Native Traditions
Use local organizations
Elders meet regularly
Bottle spring water
Driftwood businesses
Native heritage center for tourism
Community recreational development
Road construction
Training on bed and breakfast
Seasonal lodges
Fishing/crabbing

Pool resources
Partnerships
Develop hot springs
Community action group
User friendly fish coops
Driftwood furniture
Craft shops
Gravel sales
Neighboring villages
Hotels
Traditional healing

Question 3—How could you use your resources more economically and efficiently?
Sample answers
Create new tools
New styles of fur clothes
New mineral exports/mines
New dishes/utensils
New gravel and rock quarry
New arts/crafts sales
New traveling dance groups/singing/story telling
New marine mammal industry-processing and selling
New garbage landfills/sewage treatment systems
Increase communication systems—radio, television, cell phones, Internet
Increase education of local people to come back to community—doctors/teachers/police/plumbers/etc.
Chapter 7: Community Resources

INTRODUCTION

There are many kinds of resources available to a community. We looked at many of those in the previous exercise on economic opportunities. For purposes of the web there are three basic kinds of resources. These are:

1. Physical resources
2. Community assets—nonphysical resources
3. Community capacities—the capacities that individuals have

There are many books and survey methods and forms that can help a community inventory each of these capacities. It is very important in the community discovery process for a community to know what its resources, assets, and capacities are before it makes decisions about the future. Asking a community to do things for which it does not have the resources, assets, or capacities to implement and sustain may create even greater problems in the future.

A community may have to embark on the building of resources, assets, and capacities before it can move forward on solving problems and implementing projects and programs. Many times the greatest investment a community can make is in this type of effort. Creating capacities to deal with problems can be the best strategy to sustainable community development a community can have.

STEP 3

Step 3—What new businesses could you start right now, based on Steps 1 and 2?

Sample answers

<table>
<thead>
<tr>
<th>Bottled water</th>
<th>Driftwood furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter sports</td>
<td>Bed and Breakfast</td>
</tr>
<tr>
<td>Fish drying system</td>
<td>Ski lodges</td>
</tr>
<tr>
<td>Used clothing store</td>
<td>Infant clothing store</td>
</tr>
<tr>
<td>New clothing store</td>
<td>Wind generation system</td>
</tr>
<tr>
<td>GEO thermal electric generators</td>
<td>Art gallery</td>
</tr>
<tr>
<td>Boat/sled building</td>
<td>Road construction</td>
</tr>
<tr>
<td>Native outfitters</td>
<td>Natural food stores</td>
</tr>
<tr>
<td>Construction company</td>
<td>Guiding services</td>
</tr>
<tr>
<td>Monorail system to connect villages</td>
<td>Building materials store</td>
</tr>
<tr>
<td>Producing cultural videos</td>
<td>Internet connections</td>
</tr>
<tr>
<td>Service office machines</td>
<td>Mechanic consortium</td>
</tr>
<tr>
<td>Regular training center</td>
<td>Vocational training</td>
</tr>
<tr>
<td>Photography</td>
<td>Tribal doctors</td>
</tr>
<tr>
<td>Sports medicine</td>
<td>Fire fighting systems</td>
</tr>
<tr>
<td>Elder activity center</td>
<td>Elder foster homes</td>
</tr>
<tr>
<td>Recreation center</td>
<td>Snack shops</td>
</tr>
<tr>
<td>Native food training center</td>
<td>Native medical examiner</td>
</tr>
<tr>
<td>Grant writer in every village</td>
<td>Pet store</td>
</tr>
</tbody>
</table>
| Mortuary/building coffins

People are initially very skeptical that there are many economic opportunities for their community, but by looking at their community in a different way, as a generator of a community economy based on local resources and opportunities and as a way to create the energy needed to keep their community healthy, people soon discover many opportunities.

The economy is like the lifeblood of a community. It is what flows around the web to help it maintain its strength and shape. It fuels the activities of the web and provides the raw materials to keep renewing and repairing the web. A community must grow its own economy from within, using local materials, initiative, creativity, and ensuring that locals are the beneficiaries of economic opportunities and activity.

Energy must be kept and used at home, not allowed to be siphoned off or bled away. It is what keeps the web alive.

Make sure you have the right kind of energy for your community. Use your spirit, vision, and economy in an interconnected way to create usable and sustainable community energy.
Physical Resources

There are many ways to map and inventory physical resources. The advent of GIS mapping gives a community a way to visually see the whole of itself in relation to all its physical parts and resources, both visible and in the ground or water. A community in the process of community discovery needs to have a comprehensive mapping process that looks at the boundaries, natural systems, the biosphere, topography, minerals, and connections to other natural systems.

This manual is not going to go into detail about these mapping systems, but they are essential to doing a comprehensive inventory of the physical resources of a community. Contact your appropriate governmental or regional organization to find and access GIS services for your community. The United States Geological Survey is another good source of mapping and physical inventory information for your community.

Asset Mapping

John Kretzmann and John McKnight have done an excellent job of describing asset mapping in their watershed book “Building Communities From the Inside Out, A Path Toward Finding And Mobilizing A Community’s Assets”. This excellent book describes in detail how to map a community’s assets including local institutions, organizations and associations, as well as individual capacities. The acquisition of this book is well worth the investment to see how do asset mapping for a community.

Asset mapping is critical for determining the ability of a community to design, implement and manage projects and programs. It also lets you know what assets you need to build to accomplish a community’s vision.

Asset mapping is another essential component of the process of community discovery, learning about your web of community, and identifying your community resources.

Asset Mapping

- Inventory your capacities and assets
- Build on your community strengths
- Create a map or database of your assets and capacities
- Identify needed capacities and assets
- Build your assets and capacities from within, work with what you have, don’t worry about what you don’t have
- Healthy communities create their own capacities!!!
- Inventory today
CAPACITY BUILDING
Capacity building is the process of discovering, identifying, and cataloguing capacities in a community. Later in this manual capacity building will be looked at in more depth. For now, there are several types of capacities:

1. Individual capacities
2. Family capacities
3. Organizational capacities
5. Leadership capacities

We will look at these in more detail in the section on capacity building.

Here is a quick look at ways and sample answers to inventorying human resources in a community.

HUMAN RESOURCES INVENTORY
What are the human resources that exist in your community?

Elders
Hunting skills
Managers
Story tellers
Mechanics
Plant operators
Teachers
Counselors
Consultants
Pastors
Weather observers
Hunting guides
Boards/commissions
Magistrate
Technicians
Consumers
Family systems
Midwives
Politicians
Survival skills

Building skills
Business
Sewers
Cooks
Heavy equipment operators
Plumbers
Medical technicians
Chemical health
Search and rescue
Pilots
Traditional healers
Bookkeepers
Seamstresses
Private business owners
Grant writer
Competitors/sports
Painters/sculptors
Community workers
Teacher aids
Youth leaders

Administration skills
Carvers
Writers
Developers
Artists
Health providers
Marriage
Village public safety officer
Family services
Elected officials
Eskimo dancers
Public defenders
Bilingual teachers
Undertakers
Bureaucrats
Volunteers
Elder advisory
Photography
T&G Service
News reporters

Some Questions to Ask About Inventorying Human Resources
- What are the human resources in your community?
- What skills and capacities do the individuals in your community have?
- Are they being used?
- Can you create or improve your individual capacities?
- Inventory your current human resources
- Identify needed human resources
- What is the gap?
- Fill it!!
Chapter 8: Community Systems

INTRODUCTION
The systems approach has become much more relevant to communities and their development as the holistic view of communities has emerged. There are many definitions and models of systems approach. For purposes of the community discovery approach, systems will be defined here as:

Processes and structures that connect and tie a community together to provide the day-to-day functions of that community.

These systems can be formal or informal. Many of our social and civil institutions are the forms that have grown out of the structures and processes of the functions that manage everyday community life. These forms are the organizations and institutions that provide the essential functions that communities need to survive. Aristotle talked of the basic vessels every community needs in order to be fully functional. He thought that there are 42 essential vessels, or functions, that every community needs to have in place in order to operate effectively. Without each of these vessels in place a community would not be fully functional. These are essentially the formal systems a community must have. Informal systems are just as important but may not be as visible as the formal ones. The gossip line or who uses what berry patches are examples of informal systems. The more visible systems are the formal ones, such as schools and government.

Since most of our systems become institutionalized they last for a relatively long time. Every system has its own structure and processes for operation and develops maintained relationships among its interdependent parts. But systems also have properties that are irreducible from their whole. Systems cannot be understood by only looking at individual parts.

In his book, A Systems View of the World, Laszlo talks of four principles of natural systems that can easily apply to our community systems. These are:

1. Systems are wholes with irreducible properties. The whole cannot be separated from its parts.
2. Systems maintain themselves in a changing environment. They can adapt and change.
3. Systems recreate themselves in response to changes in other systems. They are creative.
4. Systems interface with other systems to create super systems. They can grow and merge.
Laszlo also observes that most human social systems:
1. Are very versatile
2. Tend to change toward more structure and technology
3. Aggregate themselves onto super systems
4. Trend toward growth, differentiation, complexity, and interdependence.

Laszlo also observes that human systems share the characteristics of:
1. survival
2. creativity, and
3. adaptability

with natural systems.

A community is a collection of systems that provide a way of organizing our everyday endeavors. These systems should be responsive to change, able to adapt to changing conditions, and be an outgrowth of community interactions and the local environment. Major systems include the natural environment, social, political, economic, and built environment.

A key function of systems is to maintain what is called the homeostatic balance, or to maintain the ever-changing balance in the systems and the community at large. This is the idea that a system is self-maintaining and self-repairing.

In order to have a healthy community, local systems must be responsive to changes in the web. So the process of community discovery in relation to community systems is one that takes time, skill, understanding, and a new way of looking at how communities function.

A simple exercise is to ask: What are the systems in my community?

This is a good beginning for identifying local systems in your community.

Systems are the brain and nerve structure of the web. They interconnect everything, provide for decision making, and governance, and allow for the everyday functions of the community web. Disrupting community systems is a sure way to cause serious illness in a community web and disrupt community health.

Chapter 9: The Outside World

Remember
• Every web has to be someplace; it is physically located in a greater web.
• This outside web can greatly influence what happens to your web. A slamming door can destroy a spider web.
• Everything affects everything else. We are all interconnected.
• Every web is dependent on what happens in outside webs. A community has to build its own web, but be aware of how outside webs can affect you.
• We are all part of the greater web of life and cannot remove ourselves, our communities, and our decisions from it.
• Local decisions must reflect all of this to remain healthy, vibrant, responsive, and strong.
Chapter 10: The Web of Community – Closing
The web of community is nothing more than a tool to help a community through its own process of discovery. The web changes every time it is used in a new community or described in a training session.

The web should not be seen as a model in which to fit everything, but rather as an approach that allows a community to learn about itself. It is a tool to assist a community in seeing its functions, processes, parts, interactions, interconnections, and how they fit together to make the whole of a community.

Create your own view of the web, make it fit your community, and then use what you have learned as a way to guide your community into the future, make good decisions, and create the capacities you need to manage change and control your own destiny.

SECTION III: BUILDING THE SKILLS FOR A HEALTHY COMMUNITY

Chapter 1: Introduction
In the first and second sections we looked at the basic principles, and the process of community discovery using the web of community. None of this will go very far if community workers, and most importantly, the community itself does not have the skills necessary for community discovery and creating and sustaining a healthy community.

There are many skills needed to do this. Section III will look at the skills that are absolutely necessary for a community to discover itself and continue on the path to community health. This doesn’t mean there are not other skills that will be needed. It is just that without these skills, the road to community health will be very difficult, if not impossible.

The skills to be looked at here are:

1. Community development
2. Local capacity building
3. Partnerships
4. Leadership
5. Governance
6. Working with people
   A. Communication
   B. Group processes
   C. Facilitation and meetings
   D. Open mindedness
Chapter 2: Community Development

COMMUNITY DEVELOPMENT POKER

Monica West, past president of the Community Development Society, adapted a leadership poker exercise for use as a community development exercise. This has been used many times as a successful tool to have community members themselves define what they mean by community development. The cards with the statements on them can be obtained by contacting the author.

In this exercise, the participants are divided into groups of four people and given approximately twenty-five cards per group with statements about community development on them. Each group has to choose its top ten statements. Then the groups each merge with one other group and have to come up with the top ten out of their combined twenty statements. This is repeated until the whole group comes together to select the top ten for the entire group. Listed below are the top twelve selections.

1. For local policy to be developed, implemented and enforced, there has to be strong agreement on the common ground and future within the community.
2. Effective community development must be totally democratic. Thus if a majority of the society prefers school desegregation, it should be instituted.
3. Citizens should be engaged in problem diagnosis so that those affected understand the cause of their situation.
4. It's important to have a well thought out written plan in which the work to be done is clearly stated. Until there is a written plan, it's difficult to effectively direct efforts.
5. People must be allowed to make their own decisions if they are to have any allegiance to the results of those decisions.
6. A successful community has a well-articulated vision of the future.
7. Successful communities develop local financial structures that leverage outside resources.
8. The primary responsibility of community developers is to help people to help themselves.
9. Community development requires more than vision, it requires action to make the vision sustainable.
10. Most new jobs today are created by new and expanding small and medium sized firms.
11. The goal of community development is a healthy community, made up of motivated, involved people.
12. A solid base of knowledge and understanding of the community must be built before proceeding with the development of a community plan.

The following materials have been adapted from the various publications of the Community Development Society.
DEFFINATION OF COMMUNITY
A community is people sharing life functions: economic, social, political, and sometimes spiritual in a developmental fashion.

A community has shared values, shared traditions, and a common geographical place.

WHAT IS COMMUNITY DEVELOPMENT
People working together to create or preserve their desired community in its economic, social, political, and spiritual dimensions.

The END of community development is a healthy community made up of motivated, involved people.

The MEANS of community development is a self-help process that involves people in shaping their own destiny.

Community development is the process of community problem solving and decision-making that helps communities to help themselves. Community development is based on the principles that:

- A holistic integrated approach will be used.
- People will focus on and deal with their felt or anticipated needs.
- The emphasis is on local decision-making.
- People will be engaged in the process of self-help.

Community Development is a developmental process, not a prescription.

Community Development
- Promotes active citizen participation
- Engages a community in problem diagnosis
- Helps communities understand the impacts associated with alternative solutions to a problem
- Actively works to increase the leadership capabilities of community members
- Takes into account the needs of all members of a community

Values of Community Development
- A belief that focuses on people, rather than problems or projects.
- A belief in the ability of every person to develop, including the need and right to make mistakes.
- A belief in doing things from the bottom up rather than from the top down.
- A belief in democratic action – people deciding and acting on the issues that affect them.
- A belief that says it is better to do something with people than to do something for or to the people.

Operational Principles of Community Development
- Holistic approach
- Present and future orientation
- Local decision making
- Self help

Community Development Society
Principles of Good Practice in Community Development

In 1986, the Community Development Society passed a resolution establishing the following practice guidelines:

- PROMOTE PARTICIPATION: Promote active and representative citizen participation so that community members can meaningfully influence decisions that affect their lives.
- DIAGNOSE PROBLEMS: Engage community members in problem diagnosis so that those affected may adequately understand the causes of their situation.
- EXAMINE ALTERNATIVES AND IMPACTS: Help community members understand the economic, social, political, environmental, and psychological impacts associated with alternative solutions to the problem.
- INVOLVE COMMUNITY IN IMPLEMENTATION: Help community members design and implement a plan to solve agreed-upon problems by emphasizing shared leadership and active citizen participation in that process.
- CONSIDER DISADVANTAGED: Disengage from any effort that is likely to adversely affect the disadvantaged segments of a community.
- DEVELOP LEADERSHIP: Actively work to increase leadership capacity (skills, confidence, and aspirations) in the community development process.

Ten Principles of Community Development
1. Start where people are.
2. Train trainers who can train others. It is the only way to multiply your own efforts.
3. Conduct training in the village or as close to home as possible, rather than bringing people out of their home communities for long periods of time.
4. Introduce new ideas only after relationships and confidence have been established, and show how these new ideas contribute to solving problems the group already has.
5. Encourage interdependent relationships rather than dependent or totally independent relationships.
6. Involve as many of the local people as possible in all activities from the start.
7. Identify and involve local leadership, both existing and emerging. The involvement of local leadership is a central feature of community development, since the ultimate responsibility for continuing development rests with the local citizens.
8. Keep the program simple and uncomplicated with only one or two major thrusts at a time.
9. Cooperate with the local, regional, and national government.
10. Train in locally acceptable facilities and format, using locally acceptable methods.

These principles give a good idea as to what community development is considered to be by those practicing it as a profession.
COMMUNITY DEVELOPMENT THEORY
This chart briefly outlines the differences between the two major theories of community development, that of modern mass theory and the view of community from the more traditional normative approach. This is a good discussion tool to address the different effects on communities from these competing theories. The intent is to create a theory of community development that addresses the needs of rural Alaska communities in a changing world.

<table>
<thead>
<tr>
<th>Classical</th>
<th>Modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural rights – standard set in nature.</td>
<td>No natural rights – standard set by convention</td>
</tr>
<tr>
<td>Society arises out of peace</td>
<td>Society formed to curb violence</td>
</tr>
<tr>
<td>Means and ends related and inseparable</td>
<td>Means justify the ends</td>
</tr>
<tr>
<td>Helps individual to rise to highest level of functionality – Maslow’s levels of human functionality</td>
<td>Third and fourth level – people function primarily at first level Maslow’s levels of human functionality</td>
</tr>
<tr>
<td>Fourth level – faith</td>
<td>Third level – reason</td>
</tr>
<tr>
<td>Faith is the standard – attain to use of reason</td>
<td>Man is his own measure, no perfectibility, glory the highest</td>
</tr>
<tr>
<td>Man is part of nature</td>
<td>Man conquers nature</td>
</tr>
<tr>
<td>Human conditions what it is – people cannot be other than what they are.</td>
<td>Can change human condition and human nature</td>
</tr>
<tr>
<td>Reason is used to form society/solve problems</td>
<td>Feelings solve problems, emotion is the base</td>
</tr>
<tr>
<td>Wisdom, gentleness, prudence</td>
<td>Conventions, avoidance of violence</td>
</tr>
<tr>
<td>Strengthen will through development through functions</td>
<td>Eliminate will</td>
</tr>
<tr>
<td>Develop functionality – all four levels</td>
<td>Based on economics – first level</td>
</tr>
<tr>
<td>People rule through polity</td>
<td>Bureaucracy rules</td>
</tr>
<tr>
<td>Reasoned discourse</td>
<td>“General will” of mass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classical</th>
<th>Modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>No rights without duties and vice versa</td>
<td>All rights, no duties</td>
</tr>
</tbody>
</table>

This is just a brief introduction to community development theory. At present there is a large gap in current theory that needs to be addressed to meet modern needs of communities in change.
Chapter 3: Capacity Building

INTRODUCTION
Capacity building has become a big buzz word these days. Many use it, but what does it really mean?

Capacities are those skills, assets, resources, and energy that are needed by a community to be able to perform all the functions needed to make a community healthy and for it to be home.

As mentioned before, there are five basic types of capacities. These are
1. Individual
2. Family
3. Organizational
4. Community
5. Leadership

We looked at individual capacities earlier. Here we will look at family, individual, and community capacities. Leadership capacities will be looked at in a later section.

The building of capacities is a long term endeavor. Sustaining those capacities is an even greater task, since many who become proficient may often leave a community for a job or other opportunity. But having capacities is another key to community health. Without the capacities to do what needs to be done in an effective manner, little gets done, or worse, stays done.

There is also the way in which we approach solving community problems. We will look at a capacity approach to doing this, as opposed to the deficiency approach that has been used in western systems for many years. Looking at how to solve problems by looking at what we want to be right instead of always looking at what is wrong can be a powerful tool to not only solving problems, but eventually eliminating the root cause of problems. This helps to clarify the real problems and not always address the symptoms of problems. We will look at this in the heart of the matter exercise.

This is an exercise that starts off capacity building efforts and helps clarify the capacity building approach.

GETTING TO THE HEART OF THE MATTER
In dealing with public issues it is imperative that communities, local organizations and individuals realize that they have to take an approach that deals with the "heart of the matter" in order to eliminate the problem, rather than putting Band-Aids on the symptoms, which may often make matters worse.

There are two conceptual tools to help get at the heart of the matter. The first is the basic approach to problem solving. Generally we take what is called the deficiency approach. We list sets of problems that remain disconnected, look for outside help in solving them, and think "only if" we could just do this or do that, that a handle could be gotten on the problem. This works from deficiencies and very rarely, if ever, is the "only if" desire reached.

A more natural human method of problem solving is now being rediscovered. This is called the "capacity approach." People start thinking holistically about the problem, its root causes, and where they really want to end up as a result of their efforts. They look at what dreams they want to reach for.

After deciding on their dreams, then a look at where we are at in relation to those dreams needs to take place. It is important to also look at what you don't want to lose in this problem solving process. Then you can look at how you go about achieving your dreams. The process is simply expressed by:

Where do you want to go?  Where are you now?  What is important to save?  How do you go from here to there?  What resources do you have to do this?

Capacity process gets you where you really want to go

"ONLY IF LINE"

Outside Help
Outside Help
Outside Help
Outside Help

issue
issue
issue
issue

Deficiency process tries to get you to "only if line"
This builds upon the dreams and capacities available to those who are attempting to eliminate the root causes of the problem. Visually this is demonstrated above:

The second conceptual tool is an exercise to look at how you identify and work on the roots of a problem; as opposed to prescribing to the symptoms of a problem.

Use an easel pad of newsprint and magic markers, first get the group to select and define the problems or issues they wish to address. Use the previous capacity/deficiency explanation to set the stage.

Next, take the first three sheets of newsprint on the easel and draw a vertical line down the middle and a horizontal line at the top.

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Page 2</th>
<th>Page 3</th>
<th>Page 1</th>
<th>Page 2</th>
<th>Page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symptoms</td>
<td>Root Causes</td>
<td>“Can be Done”</td>
<td>“Should be Done”</td>
<td>Reactively Being Done</td>
<td>Proactively Can be Done</td>
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</tbody>
</table>

On the first page on the left write “symptoms,” on the second page on the left write “can be done,” and on the third page on the left write “reactively being done.” Then ask them to answer those questions regarding their issue or problem. List the symptoms, flip the page, list what can be done to address the symptoms, flip to page three and list what is being done in reaction to those symptoms.

When done, flip back to page one and put on the right top “root causes” and ask them to list the root causes of the problem. When done, flip to page two and write “should be done” on the top right and ask them to list not what can be done, but what should be done to eliminate the root causes. When done, flip to page three and write “proactive” on the top right and list what proactively should be done to eliminate the root causes and solve the problem.

The steps are outlined below.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>What are the symptoms of your issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>What can be done to resolve the symptoms?</td>
</tr>
<tr>
<td>Step 3</td>
<td>What is already being done in reaction to Steps 1 and 2?</td>
</tr>
<tr>
<td>Step 1-3</td>
<td>This a deficiency approach to community problem solving.</td>
</tr>
<tr>
<td>Step 4</td>
<td>What are the root causes of your issue?</td>
</tr>
<tr>
<td>Step 5</td>
<td>What should be done to eliminate root causes?</td>
</tr>
<tr>
<td>Step 6</td>
<td>What can be done to proactively address Steps 4-7?</td>
</tr>
<tr>
<td>Step 4-6</td>
<td>This is a proactive capacity approach that gets to the heart of the problem. Contrast answers of 1-3 with 4-6. It demonstrates the power of eliminating root causes as opposed to prescribing to symptoms.</td>
</tr>
</tbody>
</table>

These two exercises together will help you identify a problem-solving approach to look at the whole of the problem, address it from your capacities to deal with it, help identify the root causes and what should be done and get you started on a proactive path to resolving the heart of the matter.
Heart of the Matter – Sample Exercise

This is an exercise to get at the heart of an issue. The issue most often selected by participants is that of substance abuse. This is a two-part exercise. The first part looks at the issue in the usual deficiency approach by asking for the symptoms, what can be done, and what is reactively being done to prescribe to symptoms of substance abuse. The second part looks at the issue from a capacity proactive approach by looking at root causes, what should be done, and what proactively can be done to address the root causes of substance abuse.

### Substance Abuse

<table>
<thead>
<tr>
<th>Deficiency Symptoms</th>
<th>Capacity Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken families</td>
<td>Lack of self esteem</td>
</tr>
<tr>
<td>Staggering</td>
<td>Neglect</td>
</tr>
<tr>
<td>Fighting</td>
<td>Abuse</td>
</tr>
<tr>
<td>Dirty</td>
<td>Boredom</td>
</tr>
<tr>
<td>Losing jobs</td>
<td>Loss of identity</td>
</tr>
<tr>
<td></td>
<td>Loss of heritage</td>
</tr>
<tr>
<td></td>
<td>Genetics</td>
</tr>
</tbody>
</table>

### What Should Be Done

**Reasons why**
- Community awareness
- Education
- Equal application of law
- Get involved
- Revive cultural values
- Revive cultural activities
- Reinforce family systems
- Community networking

### What Are Proactive

**Support Groups**
- Awareness workshops
- Drug/alcohol free potluck
- Community involvement
- Local organizations
- Elders/youth panel
- Tribal court
- School age programs
- Media involvement
- Educate
- Drug free activities

### Determining Local Capacities

Once people understand the capacity-building approach to community problem solving, they need to start cataloging local capacities. There are many ways to do this, but the easiest is to just ask community members what are the different kinds of capacities they have. Below are some common answers.

#### Question 1: What are the Individual capacities in your community?
- Self esteem
- Employment
- My or our people
- Pride of community
- Religion/spiritual/tradition

#### Question 2: What are the family capacities in your community?
- Family/holiday gatherings
- Community potlucks/games
- Family tree/culture/history
- Family support
- Sharing/caring
- Respect

#### Question 3: What are the organizational capacities in your community?
- Leadership
- Experience
- Gifted and talented
- Teamwork
- Able to communicate

#### Question 4: What are your community capacities?
- People
- Resources
- Games/sports
- Elected public officials

This gives an idea of how locals feel about the capacities that exist in their community.

Below is another way to look at community capacity from a community development worker perspective.

### Community Capacity

Community Capacity actually involves three major focal points—individual, organizational, and community. Lackey and Pratuckchai (1991) in the Community Development Society Journal identify twenty-two skills needed for successful community development. Those skills are:

1. Community and group organization
2. Community analysis
3. Leadership
4. Human relations
5. Oral communications
6. Project and program planning
7. Written communication
8. Needs assessment
9. Conflict resolution
10. Building community institutions
11. Training
12. Grassroots work experience
13. Administration and management
14. Evaluation and monitoring
15. Cross-cultural communication
16. Community economic base analysis
17. Research
18. Grant writing
20. Statistics
21. Computer
22. Audiovisual equipment
Along with the aforementioned skills, Boyd Faulkner (1990) identified ten essential traits of a successful community development worker:

1. Dedication to working with people and identifying own role with their needs and aspirations
2. Enthusiastic, dynamic and realistic about work and always searching for answers
3. Able to objectively examine and recognize own capacities, inadequacies and attitudes to improve
4. Empathetic with others, appreciating their abilities, potentials and viewpoints
5. Unselfish of benefits received by others and not expecting or wanting recognition for community successes
6. Desirous of sharing knowledge and work for the benefit of the community
7. Ready to listen to and respect other opinions even though controversial
8. Unwilling to give up easily but wanting to search for solutions to problems rather than excuses for not considering them, yet flexible when flexibility means progress
9. Modest and considerate to all but not subservient to anyone, and considering belligerence and expressions of superiority as undue acts
10. Listening and thinking before talking and acting

Recognizing that individuals tend to approach community issues through group processes, organizational development becomes an integral part of community capacity building. Essential organizational skills include, but are not limited to:

1. Planning
2. Advocacy
3. Management (project, administrative, fiscal, personnel, etc.)
4. Fund raising/resource development
5. Marketing
6. Local government
7. Board training
8. Budgeting
9. Grantmanship
10. Community surveying
11. Partnerships
12. Volunteer management
13. Group and interpersonal competence

Finally, the community as a whole requires certain capacities necessary for success. Following are eleven commonalities of successful communities. These are:

1. Well articulated vision 7. Develop people first
2. Looks for opportunities 8. Builds upon community resources
4. Holistic perspective 10. Good use of knowledge
5. A belief in “doing” 11. Trust
6. Find ways for all to participate

Other essential community capacities include, but are not limited to: problem solving and identification, decision making, process design, needs assessment, partnership formation and conflict resolution, leadership development, group processes, economic development, community systems, healthy community concepts, citizen participation, change management, self-help principles, communication systems, public policy development, and resource identification.

As indicated, these elements are not mutually exclusive but are overlapping themes that must be imbued to a community through individual, organizational, and community levels to build its capacities.

Through the process of community discovery, a community can determine, develop, and sustain the capacities it needs to achieve its desire and definition of a healthy community. A community needs to develop and maintain all the various kinds of capacities to be able to build and sustain a healthy community.

Capacity building is a critical component for creating a healthy community. A community must have the capacities it needs in order to achieve and maintain health. Capacities are the tools of a healthy community. Create and use them wisely and well.
Chapter 4: Partnerships

Introduction
Working together has been called by many names. Cooperation, collaboration, consensus building, team building are but a few of the terms used to describe it. At the community level it is how people can partner together to achieve common goals and focus on common interests that help them to achieve their healthy community. This is another of the essential skills needed by a community to create and manage a desired future.

The process of forming partnerships and making them work is very simple conceptually, but implementing it can be the real challenge. The process of partnership formation is the answer to four simple questions. These are:

1. Why do we want to do this?
2. Who needs to be a part of this?
3. What do we want to do/what needs to be done?
4. How do we go about doing it?

Following is a sample of the common answers to these questions in relation to creating a healthy community effort in a community.

Question 1: Why do you want to form a partnership to develop a healthy community?

Teamwork
More jobs—permanent
Less friction—friendlier
Think of we, not I
More efficient
Goals reached sooner
Awareness of many things
Everyone benefits
Protect/preserve way of life
Community profits
Healthy families
Major economic development
Reintroduce traditional values/customs/spirituality
Healthy environment
More jobs/information
Healthy families
Trust
More community services

Healthy village
Quality education
Youth involvement
People find own solutions
No burn out
Unity among everybody
High self-esteem
More harmony and peace
Growth
Healthy sober role model
Optimum wellness
Self-esteem/unity
Healthy subsistence
Everyone gains
Happier children
Participation/interest
Clean up environment
Learn more of traditions
Values/ethnic problem solving

Question 2: Who needs to be involved in the partnership to make it a success?

Formal leaders/organizations
Mayor/city manager
Native corp. boards/CEOs
Church boards
Health aid, supervisor
Agency supervisors
Law enforcement
School principals/superintendents
IRA/city clerk
Elders
Pastors/priests
Traditional councils
Marshals
Sports clubs
Tribal coordinators
School boards
Fireman/search and rescue
Student councils/students
Civic organizations
Social clubs

Informal leaders/organizations
Absentee land owners
Church
Babysitters
Musheers
Volunteers
Profit and nonprofit
Consumers
Parents
Grandparents
Aunts, uncles
Tribal family coordinator
Various agencies
Outsiders
Teachers
Students/children
Elders/youth
Boards/councils
Grant writers
Adults, children at risk

These two combined make up the web of community decision-making and it has to be reflected in any community partnership.

Question 3: What will the partnership do?

Create community health
Save community
Balance community
Needed
Channel energy
Own economic development

Unity
Control own destiny
Increase community involvement
Long overdue
Quality of life

Question 4: How will you accomplish what you want to do?

Prioritizing tasks
Finding resources
What will hinder/help
Get buy in from all

Determining critical issues
Volunteers
Setting up committees
Evaluate

These are some simple answers. This will be covered in more detail in action planning section and the earlier visioning/focusing section also details some methods to achieve this.

This model of:
Why
Who
What
How

Is the basis for creating partnerships that are effective, inclusive, and reflective of the community.
DEFINITION OF PARTNERSHIPS

- Partnerships are where people come together for joint problem solving, resource exchange, cooperation, coordination, coalition building, networking, and to take advantage of opportunities.
- They generally operate on a common ground of collective goals, use a variety of decision-making structures and processes, and exist to take care of shared tasks and certain joint actions.
- They can be informal or formal agreements, entail a commitment of resources, and may be temporary or permanent.
- Members generally give up some of their autonomy.
- They SHOULD establish a common identity and do productive work.
- They are the way we collectively organize to get common shared visions (dreams) accomplished.

PARTNERSHIP PROCESS

- Why Partnerships?
  1. There must be an impelling reason to form a partnership—not a social club, gripe session, or free lunch, but a valid purpose centered around a valid issue that impels people to act on it.
  2. There are many generic reasons for forming partnerships, but often the reasons are very specific to the setting in which they are formed. Some of the generic reasons are:
     A. People need to pool resources and work together to achieve success. The process of synergy takes place.
     B. Help to bring a variety of perspectives to an effort.
     C. To create new relationships.
     D. To fulfill social, political, and economic agendas.
     E. Public relations.
     F. There are reductions in resource allocations.
     G. It is mandated by funders.

   The important part is that the partnership must become an identifiable group, even if for one action. A sense of community must be created around the why.

   - Who must be involved.
   - The first who is to identify the stakeholders.
     These are the persons who have a stake in what is to occur. A good exercise for this is to ask community members who are the formal groups that have a stake in what will happen, and who are the informal groups that have a stake in what is to happen?
     The results of this exercise are found later in the section on governance, since this exercise often leads to the discovery of the web of governance in a community.
     The first set of who's there is the stakeholders.

- The second set of who's are those who are interested parties.
  These are entities like federal and state agencies who have an interest in what happens in a community. Regional organizations, absentee landlords and business owners, and others that may not live there but have an interest in what happens. A community needs to determine how they want these interested parties to participate, but they do need to be kept informed at least, especially if decisions they make affect the community.

- The third set of who's are the people who are most impacted by the decisions being made.
  These are the folks who are generally left out of the decision making and partnering process until the very end. They are often marginalized and disenfranchised but often are those most affected. They should be brought in at the beginning, along with the first two who's.

- The last who is someone who must:
  Be the catalyst/facilitator to get everyone together. A person who is perceived as neutral who has credibility and good group management skills.
  This person must describe the setting and environment the partnership is forming in. He or she must demonstrate the impelling reason to be together, dangle the bait or be the magnet who brings people together.
  This person is the who that makes it all happen.

In review, there are three types of who's that need to be involved and one who that brings them all together. All these who's must be involved from the beginning if the partnership is going to have a chance to work. One essential who that comes in late can sabotage the whole effort.

WHAT to do

You have brought all the who's together. Now what will you do?

- The traditional approach has been the deficiency problem solving model discussed earlier. People:
  - List problems, look for outside resources, and very little generally gets done.
  - Each party has their own interest, pet project, pet peeve, or special thing to do.
  - You tend to get a person who says, "I am here to help you" when they really mean is "I've got a program to sell" or "A job to keep" or "an interest to protect" or "A pocket to fill" or "A vote to get" or "An empire to build."

People tend to participate in their own self interest in the deficiency approach. This leads to conflicts and turf and resource allocation battles. The focus is not on what is in common, but how resources get divided up.

- As discussed earlier, a different model, not particularly new but packaged differently and based upon basic human nature is the capacity model. This is where we look to our dreams, what we have in common, and not just at the “if only line.” Another way to look at this is if you are filling potholes in a road going nowhere, or you want to see where you want the road to go. This is a developmental
evolving process and not a prescription to a symptom. It is based upon where you really want to go and not someone's particular agenda or pet peeves. This will get at the heart of the matter, look at eliminating root causes, focus on commonalities, and be based on a community's capacities, rather than reliance on outside resources. This will get at the what that really needs to be addressed.

One way to easily get at the what is to use a visioning/focusing process. A simple process (more detail in earlier section) is to divide into small groups and determine the:
three most important accomplishments years in the future. Then report back, and determine a common vision as a compilation of all the groups.

Then in small group or large group brainstorming determine the:
• Activities in the next year that need to be done to start achieving your vision.
• Also look at the concern, questions, tasks, capacities, expertise, and experience that will help achieve or need to be addressed to do what needs to be done.
• Resources to do the tasks identified with a focus on the local existing resources.

Next create do able activities and projects
• One method is to give everyone three-by-five cards and ask them to write the one thing they would do tomorrow to start work on achieving their dreams.
• It can be a program/project or one simple activity.
• Everyone reads their cards.
• Amalgamate the cards into task forces consistent with vision categories and all agree by consensus on them.
• People can choose with their feet which one they want to work on.
• An action planning task sheet is found later in this manual to help them organize tasks, determine resources, make assignments, and develop a timeline.
• Lastly, review the whole process and determine what the next steps are for the whole group.

How to do it
If the above process is done correctly, the how has already been established through the task forces and the overall group structure. This focuses on tasks and timelines and not so much on creating a formal structure. The emphasis is on doing, not organizing. The key is to grow the organizational structure as needed, not spend the first year on building a structure. The maxim of form follows function is critical in effective community partnerships. The how should look at how to do what needs to be done, not how to build an organizational structure. This can kill an effort faster that anything else when all energy is on form and not function. Let the how evolve, not be the focus of your efforts.

• This leads to the different partnership approaches of directive or developmental.
• The directive approach is characterized by people serving the organization, one on one relationships, authoritative leadership, hierarchical decision making, centralized structures, the focus on the organization, a view that you can change human nature, and a deficiency approach to problem solving.
• The developmental approach is based on the principles that the organization serves the people, group relationships, facilitative leadership, consensus decision making, team structure, a focus on purpose of organization, accepting human nature and focusing on changing the setting, and taking a capacity approach.
• Types of partnerships. The excellent manual Partnership for Community Development: Resources for Practitioners and Trainers by Sally Habana-Hafner and the late Horace Reed discusses in detail the types and levels of partnerships. The three types of partnerships they discuss are: networks, coordination, and collaboration. These are all points in a continuum of partnership levels based upon complexity of purpose, intensity of linkages and formality of agreements.

This is a good way to look at the level and type of partnership you need to develop. Is the purpose simple or complex, how strong do the linkages need to be? And how formal do the agreements need to be. This will help guide you in the form or function priority for your partnership.

Roles and follow up in the partnership process for the initiator/facilitator/community worker.
Roles played
• Before partnership sessions — A catalyst, resource person, thought provoker, educator, planner, public relations person, and investigator
• During partnership sessions — A facilitator, organizer, pusher, welcome, greeter, and task master.
• After partnership sessions — follow up, nurturer, cheerleader, resource identifier/provider, taskmaster, re-energizer, wearer, and keep on tracker.
Follow up with partners
• Work with individual task groups
• Stay away and ween whole group off of you as a leader
• Refocus, re-energize — every six months to one year
• Leadership process — develop new leadership by letting people DO
• Increase community involvement
• Public relations
Underlying principles of the partnership process

- Based on human nature — can change the setting, but not basic human nature
- Empowering process — people “own it” — chance for all to participate
- Energizing process — employs concept of synergy
- Build upon commonalities — avoids conflicts, pet peeves
- Focus on doing — process leads to product — results
- People can DO — not just meet
- Focus on the purpose — not on the organization — it grows or dies naturally
- People are “partnered,” not organized and total community involvement involved in decisions
- Action leads to data and not vice versa
- Inch by inch and row by row — little victories
- Builds upon people and their growth/development
- Oral survey — meetings create information without written surveys

Chapter 5: Leadership

Introduction

There are many definitions of leadership, theories of leadership, books about leadership, and models to develop leadership. But for this endeavor, leadership will be kept very simple. An easy definition of leadership is:

A person who recognizes what needs to be done and then sees that it happens.

This in essence means that a leader has vision, knows how to make that vision real, and knows that it can’t all be done by one person. It is a team effort that requires a leader to keep the team on track. Leadership is the who in partnerships that makes things work. Leadership is an essential tool for community health.

All leaders have some similar qualities. Some of these are:

1. A leader has personality.
2. A leader shows initiative.
3. A leader solves problems.
4. A leader gets people to work together.
5. A leader does not have all the answers.
6. A leader demonstrates faith.
7. A leader is concerned with the needs of the whole.
8. A leader uses all the capacities available.

There are many levels of leadership. There are those who set policy, those who administer policy, and those who see that policies are implemented.

Policy makers are the influentists.
Policy administrators are the lieutenants.
Policy implementers are the doors.

It takes all levels of leadership to get things done.

To find out what community members thought about leadership, the following questions were asked:

1. What do you consider the qualities of a leader?
2. What are the ideal leadership qualities?

The following are common answers to those questions.
LEADERSHIP QUALITIES

What do you consider the qualities of a leader?

<table>
<thead>
<tr>
<th>Communicator</th>
<th>Trust</th>
<th>Honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Asks for help</td>
<td>Dedicated/determined</td>
</tr>
<tr>
<td>Skilled</td>
<td>Role model</td>
<td>Get people involved</td>
</tr>
<tr>
<td>Outspoken</td>
<td>Volunteers</td>
<td>Courageous</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Caring</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Flexible</td>
<td>Patient</td>
<td>Takes time off</td>
</tr>
<tr>
<td>Committed</td>
<td>Concerned</td>
<td>Resourceful</td>
</tr>
<tr>
<td>Respected</td>
<td>Doesn’t take things personal</td>
<td></td>
</tr>
</tbody>
</table>

What are the ideal leadership qualities?

<table>
<thead>
<tr>
<th>Honest</th>
<th>Noble</th>
<th>Friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart</td>
<td>Helpful</td>
<td>Empowering</td>
</tr>
<tr>
<td>Open minded</td>
<td>Considerate</td>
<td>Educated</td>
</tr>
<tr>
<td>Bilingual</td>
<td>Down to earth</td>
<td>Does not gossip</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Resourceful</td>
<td>Vivacious</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Strong + convictions</td>
<td>Good morals</td>
</tr>
<tr>
<td>Family values</td>
<td>Wise</td>
<td>Humorous</td>
</tr>
<tr>
<td>Delegates</td>
<td>+ Role model</td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td>Traditional/cultural value</td>
<td></td>
</tr>
<tr>
<td>Participatory style</td>
<td>Compassion</td>
<td></td>
</tr>
<tr>
<td>Social skills</td>
<td>Thorough</td>
<td></td>
</tr>
<tr>
<td>Meets deadlines</td>
<td>Gets grants</td>
<td></td>
</tr>
<tr>
<td>Equal opportunist</td>
<td>Trustworthy</td>
<td></td>
</tr>
<tr>
<td>Easy going</td>
<td>Stable</td>
<td></td>
</tr>
<tr>
<td>Walk their talk</td>
<td>We statements</td>
<td></td>
</tr>
<tr>
<td>Talks to ordinary people</td>
<td>Nonjudgmental</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td>Soft hearted</td>
<td></td>
</tr>
<tr>
<td>Team worker</td>
<td>Believes in everyone</td>
<td></td>
</tr>
</tbody>
</table>

Leadership is part of the human spirit that impels us forward and keeps us going. It is an essential capacity of any community. It needs to be grown and nurtured locally and leaders need to be recycled to keep them fresh and energized. Community leadership needs to diffuse and include all who wish to be a leader. Leaders must be followers in some community efforts and take the lead only when appropriate. Too many communities rely on too few leaders and burn them out or lose them to other places.

Leadership—development is a constant process that must start with the young and be a part of the community education process. Civic virtue is an intangible and leadership must be one part of that virtue that is incorporated into the raising of children. It must be presented as a community service that all must take part in.

COMMUNITY GOVERNANCE

Introduction

Another facet of leadership is community governance. This is how we govern ourselves in our communities. This should not be confused with government. Governance is the applications of the functions of:

1. problem solving,
2. decision making, and
3. the acquisition and allocation of resources to solve community problems.

Government is most often the form governance takes in a community, but not always. In many place the elders perform the actual governance of a village; a chamber of commerce may do it in a small Midwestern community, or it could be the person who owns most of the businesses and land in a community. But it is generally a combination of many formal and informal organizations and individuals that form that web of governance in a community. It is critical to identify and know how the web of governance works in a community. This is where and how the real decisions are made and implemented for the future of a community. It is where the real power is situated and used in a community. If you do not invite and engage the web of governance into all community activities and processes, you do so at your own peril.

Ideally everyone in a community should be part of the web of governance, but we do not live in the ideal world. If you want to influence decisions about the future of your community, those in the web of governance have to be involved, buy into what is happening, and be convinced to allocate resources to those activities. Many community efforts have failed due to ignoring the existing web of governance. Many communities have altered the web of governance through grass roots activities, but those who engage the decision makers early on have enacted the longest lasting changes in their community’s web of governance.

Determining the web of governance is important. Following is an easy exercise to help you do so.
Determining the Web of Governance

Who are the formal organizations in the web of governance?

Common answers:
- Elders
- Peer helpers
- IRA
- Stockholders-Corp.
- Civic organizations
- Health providers
- Business owners
- State and federal
- Interested people
- Fish & Game
- School board
- Churches
- Medical personnel
- Tribal Councils
- Village Public Safety Officer
- NSHC Board

Youth representatives
- Tribal members
- City officials
- Native for profits
- Pastors
- National Guard
- Fire dept/SAR/EMT
- Airline representatives
- Law enforcement
- Council - IRA
- Magistrates
- Teachers
- Support groups
- Native corp. board
- Student council

Who are the informal leaders in the web of governance?

Common answers:
- Concerned community
- Youth
- Pastors
- Support groups
- Individuals
- Private business owners
- Medical personnel
- Maintenance crew
- Peer helpers
- Families
- Dog team organizations

Elders
- Elementary students
- Teachers
- Artisans
- Dance groups
- Health aides
- Volunteers
- TV/radio/CBE/phone
- Counselors
- Friends
- Police officers

What are the interconnections between the two?

This is usually answered in ways very specific to each community, but important to determining the web of governance.

The formal and informal leaders and their interconnections make up the web of governance.

THE WEB OF GOVERNANCE

DISCOVER WHO ARE THE:

FORMAL LEADER/ORGANIZATIONS
INFORMAL LEADERS/ORGANIZATIONS
THE CONNECTIONS BETWEEN THEM

DETERMINE:

THE STAKEHOLDERS IN AN ISSUE
WHO ARE THE INTERESTED PARTIES IN AN ISSUE
WHO IS AFFECTED BY DECISIONS ON AN ISSUE
HOW DO THEY ALL FIT TOGETHER?

THIS WILL HELP YOU DISCOVER THE WEB OF GOVERNANCE FOR YOUR COMMUNITY AND ON A SPECIFIC ISSUE

Building a healthy community is impossible without the active participation of the web of governance. At times you may just need their sanction or approval to go forward on a community effort, but it is always best to have them as active partners. In some cases the healthy community partnership has become the community governance. This can be both beneficial and detrimental. It is good in the sense that the community is governing itself at the grass roots, but it can also challenge an existing governance structure and cause community chaos. It is always best to merge community governance and the healthy community efforts in a nonpolitical way if at all possible.
COMMUNITY POWER STRUCTURES
Directly related to leadership and the web of governance is the type of community power structure that your community has.

There are four basic types of power structures. These are:

1. Pyramidal – a pyramid where there is a large lower base, a middle structure, and a small group of leaders at the top. This is the common western corporate structure and one common to many communities with elected government positions.
2. Coalitional – This type of power structure is one in which there are many coalitions that participate in the community governance. A community with many governing bodies and many informal leaders who work well together may fit this model.
3. Factional – this type of power structure is one in which many factions compete for the governance of a community. There may not be a united web of governance in a factional power structure.
4. Amorphous – this type of power structure is one in which there is no recognizable web of governance. It is almost impossible to discern the community power structure in this model.

Combining your community leadership with the web of governance and determining the community power structure type will help you to understand the dynamics of decision making in your community. This understanding can help to influence and formulate decisions that lead to a healthier community. Governance is the key to managing community decisions that benefit all within a community.

Leadership is a community capacity that must be grown and nurtured. But all within a community should be given the opportunity to develop leadership skills if they have the desire to do so.

The key element here is to align a healthy community effort with community decision making systems so that the web of governance, decision making, and the healthy community effort are all one and the same.

Chapter 6: Working With People

INTRODUCTION
People have to be able to work together in a community if the community is to be healthy. This is an obvious statement and simple to say, but it’s often very difficult to accomplish in real life. There are often many differences of opinion, differences in perception, differences in cultural backgrounds, differences in how we communicate, and personality differences that divide us without our ever understanding why. This section looks at four parts of how we can work better together to achieve our common goals and aspirations.

1. The first part looks at open mindedness and the importance of understanding where people are in relation to their view of the world, how they operate and how that affects how people can work together.
2. The second part looks at communication skills and how we communicate as human beings.
3. Third is how we function in group settings and the processes of group formation and group effectiveness. Partnerships are just another form of group effort.
4. Fourth and last is how meetings are put together and facilitated, since meetings are where most of our working together takes place in community development processes.

These pieces of working together are just some of the skills needed to have people work together in order to find and achieve what we all have in common.
OPEN MINDEDNESS

Experience has shown that more polarizing than the "isms" like republican/democrat, liberal/conservative, and developer/environmentalist are how open or closed a person's mind is. That's what keeps them from working with others to solve common problems.

Two simple scales to help persons identify their open/closed mindedness in relation to others may help individuals to work better together on polarized issues.

The first scale looks at how open or closed minded a person is in relation to their world view or "paradigm." Is your view of the world frozen in place, wide open or somewhere in between?

<table>
<thead>
<tr>
<th>World View</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Can your mind be pried open or not? Identifying a person's open/closed mindedness on how they view the world can give valuable insights into how to deal with them in a group problem solving setting.

The second scale looks at how open or closed minded a person is in their everyday application of their world view. Is a person open to a variety of ways to their daily application of their world view, or are they so closed minded in their daily approach to life that it's "my way or the highway)?

<table>
<thead>
<tr>
<th>Daily Approach to Life</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Closed</td>
</tr>
</tbody>
</table>

People may have very closed minds on their world view, but be very open on daily approaches and be able to work together well. This closed/open approach is often referred to as "political expediency," but in reality can be the way polarized groups come to work with each other. Open/open people may be great to work with but may have trouble making decisions. Open/closed persons may be great on ideas, but terrible in application, while closed/closed persons could be difficult to work with, but a bulldog once set loose.

This is just a quick look at an alternative polarization scale that gets away from "isms" and more into the mind sets that really divide us.

There is no current method or instrument to help identify where people fit on this scale. The best way to do this is to use your powers of observation and watch and listen to how different people talk about issues and how they actually act on things. This will give you a good clue as to what a person's paradigm is and how they take action.

This is meant to be a simple tool to help use local human capacities in a way that takes advantage of each person's unique strengths and not let these differences disrupt community processes. This is a way to focus people on what we all have in common, rather than letting them divide us any further.

COMMUNICATION SKILLS

People communicate and learn through visual, auditory, and kinetic (movement) ways. Each person has a preferred style of communicating that blends each of three ways. In order to have effective communication, there must be a blend of each of these three ways so each person will have an opportunity to communicate using their preferred style. If only one style is used, many may not learn and communicate fully and effectively. Many cultures and communities also have their preferred way of communicating and teaching their ways of being. It is important to design meetings and teachings in ways that use all three ways of communicating. Don't just lecture. Don't just show movies. Don't just get people to move around. Use a combination of all three ways of learning. Be creative. Get people to communicate on many levels.

There are many communication exercises and tricks that demonstrate and teach people how to communicate better. It is important to do this in a way that fits the setting, culture, and audience you are working with. In a week-long healthy community workshop in rural Alaska, the participants were asked to communicate through their cultural ways something about their culture through speaking, motion, and visually. The two methods they used were dances with song and story telling.

Community Communication Networks

It is not only important to know the preferred ways of communicating, but how the community communicates among itself. What is the communication system in a community? Every community has one. Many times it is the grapevine or gossip network, the informal system by which everything in a community gets communicated almost faster that the speed of light. It is amazing how news can move so fast in a community. There are also certain people who act as communication nodes. How many times has it been said "If you want to know what's going on, go ask Aunt Bertha, or go to the coffee shop in the morning."

It is important to know your community's local communication network, so you can consciously use it to quickly and accurately get the word out in your community.

The informal communication network can also often be an indicator of community health. Is the tone of this friendly or hateful; doom and gloom or cheery and light? This can tell you the emotional state of your community at any particular point in time.

Knowing, understanding and using the community communication network can be a valuable tool in creating community health. Below are common answers to the question of determining a community communication network.
What is the local community communication network?

Cheering Computers Message cable Radio to home
Meditech E-mail Newspaper Telegram
Mail Fax Sign language Bad language
Telephone In groups Conference Advertisement
Praying aloud TV Classes Smoke signal
CB’s/VHF radio Cell phone Flyers Notes
Runners Dog teams Signals Announcements
Gossip Stories Metaphors Singing
Writing Notices Bulletin boards Word of mouth
Gatherings Church Work Video game
Meetings Ham radio Support systems Cassette tapes/VCR
Clubs Magazines Post office Roundtable
Tele conference Greetings Postcards Business cards
Messengers Chat Meal time Animal behavior/appearance

Taking this information and using it to create a community communication map is a good tool to get the word out quickly and accurately in a community.

Communication Theory
The experts say there are four basic ways we spend our time communicating. These are:
- Writing – 9%
- Reading – 16%
- Speaking – 30%
- Listening – 45%

They also say that communication:
1. Is a two-way process, both verbal and non-verbal.
   There is a sender, the message, the medium through which the message is sent, and the receiver.
2. Has filters that affect that process. These include our expectations, values, needs, experiences, feelings, thoughts, and perceptions.
3. Requires continuous clarification for a desirable outcome to occur.
   Both verbal and nonverbal feedback.

The SMCR model of communication is one that describes this very well.

<table>
<thead>
<tr>
<th>Source</th>
<th>Message</th>
<th>Channel</th>
<th>Receiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Elements</td>
<td>Seeing</td>
<td>Communication skills</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Structure</td>
<td>Hearing</td>
<td>Attitudes</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Content</td>
<td>Touching</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Social system</td>
<td>Treatment</td>
<td>Smelling</td>
<td>Social System</td>
</tr>
<tr>
<td>Culture</td>
<td>Code</td>
<td>Tasting</td>
<td>Culture</td>
</tr>
</tbody>
</table>

This model demonstrates how communication takes place among human beings. There are many models, this is just a simple one that describes the process of human communication.

George Gazda, in his Human Relations Development: A Manual for Educators discusses several ineffective communication styles. These are:

Judge: The judge gives rational explanations to show the helpless that his past actions have caused the present situation—the helpless is the guilty party. Although such responses may be accurate, they are rarely helpful because they are premature—given before the helpless is ready to accept and use them. A helper does not punish.

Fortune-Teller: The Fortune Teller knows and predicts what is going to happen. By declaring the forecast, the Fortune Teller relieves himself of responsibility and sits back to let his prophecy come true.

Detective: The Detective is eager to track down the facts of the case. He drills the helpless about the details of what happened and responds to this factual content instead of giving attention to feelings. The Detective controls the flow of the conversation, which often puts the helpless on the defensive.

Guru: The Guru dispenses proverbs and cliches on every occasion as though he were the sole possessor of the accumulated wisdom of the ages. Unfortunately, his words are too impersonal and general to apply to any individual’s situation with force or accuracy and often are too trite to be noticed at all.

Florist: The Florist is uncomfortable talking about anything unpleasant, so he gushes flowery phrases to keep the helpless problem at a safe distance. The Florist mistakenly thinks that the way to be helpful is to hide the problem under bouquets of optimism.

Magician: The Magician tries to make the problem disappear by telling the helpless it isn’t there. This illusion is not lasting. Denying the existence of a problem is not respectful because it denies the helpless the validity of his own experience and perception.

Identifying these communication styles will help to overcome them and move on to more effective communication techniques.

Barriers to Communication
There are many barriers to communication, or ways in which we close communication channels. Some are:
1. Prejudgment—prejudging people before they ever have a chance to communicate
2. Jumping to conclusions—leaping before you look
3. Mental laziness—not thinking, just reacting
4. Closed mind—mind already made up
5. Lack of attention—not paying attention
6. Semantic problems—word meanings cause confusion
7. Hear what we want to—not what is really being said
8. Excessive talking—can’t listen well while talking yourself
9. Fear—fear of the subject causes poor listening
Listening
Listening is 45% of how we communicate as human beings, yet most of us never work on our listening skills. There are many listening fictions we have. Some are:
- Listening happens automatically
- Listening and hearing are the same
- Listeners are born, not made
- We are more effective talking than listening
- Responsibility of speaker to get attention
- Listening not as interesting as speaking
- Impress people more by speaking
- Too many distractions to listen well

We also develop many negative listening habits. Some are:
- Selective listening—listen to only parts of the message
- Insulated listening—tune out what we don’t like
- Defensive listening—listen defensively
- Ambush listening—listen so we can attack the speaker
- Inconsistent listening—listen for literal, not actual meanings of words

We also develop faulty listening responses. Some are:
- Dismiss the message too quickly—listen to only part of the message
- I can’t stand this speaker—dislike of the speaker prevents listening
- Responding to red flag words—certain words get your blood boiling
- Day dreaming—thinking about fishing
- Failure to react to speaker—no reaction to what the speaker is saying
- Avoiding difficult material—difficult message not paid attention to
- Physical unpreparedness—not comfortable and ready to listen
- Stereotyping—certain kind of person you will not listen to

In order to be a good listener there are certain things we can do. Some tips are:
- Get involved—ask questions
- Avoid reactions to emotional words
- Listen for the message
- Relate message to yourself
- Analyze message
- Listen to all the message
- Use thinking speed to aid understanding
- Increase your attention span
- Ask for clarification of message

By being good listeners we can improve our communication skills and our ability to work better with others.

Most poor communication is a result of laziness, poor attitudes, and sloppy communication habits. A lot of our misunderstandings can be avoided by just developing good communication skills.

An old poor communication example is the following:

Haley’s Comet
A colonel issued the following directive to his executive officer:
“Tomorrow evening at approximately 2000 hours, Haley’s comet will be visible in this area, an event which occurs only once every 75 years. Have the men fall out in the battalion area in fatigues, and I will explain this rare phenomenon to them. In case of rain, we will not be able to see anything, so assemble the men in the theater and I will show them films of it.”

Executive officer to company commander:
“By orders of the Colonel, tomorrow at 2000 hours, Haley’s comet will appear above the battalion area. If it rains, fall the men out in fatigues, then march to the theater where the rare phenomenon will take place, something which occurs only once every 75 years.”

Company commander to lieutenant:
“By order of the Colonel in fatigues at 2000 hours tomorrow evening, the phenomenal Haley’s Comet will appear in the theater. In case of rain, in the battalion area, the Colonel will give another order, something which occurs only every 75 years.

Lieutenant to sergeant:
“Tomorrow at 2000 hours, the Colonel will appear in the theater with Haley’s Comet, something which happens every 75 years. If it rains, the Colonel will order the Comet into the battalion area.”

Sergeant to squad:
“When it rains tomorrow at 2000 hours, the phenomenal 75 year old General Haley, accompanied by the Colonel, will drive his Comet through the battalion area theater in fatigues.”

Finally, try this.
Have everyone stand in a circle and starting with one person, each person whisper this to the person next to them:

A wink is as good as a nod to a blind horse.

See how it ends up when it comes around circle.

Good communication is necessary for people to work well together. Many or most of our difficulties in working together come from poor communication. Misunderstandings are almost always a result of poor communication.

We need to understand different communication styles, how culture affects communication, understand that listening is acquiring skill and takes time and practice, and work hard to ensure good and accurate communication is taking place.
GROUPS

Introduction

Working in groups is how we come together as human beings to work on common goals. There are innumerable books, articles and manuals about group development, processes, and effectiveness. We will look at some key concepts and processes about groups and how they work.

The first section on groups will look at group development and group processes. The second section will look at group roles and functions. Third, we will look at the needs of a group. Last, we will look at things that build or block a group.

This will be a short introduction to help community activists and facilitators gain an understanding of how to work with groups and solve minor problems. The next section on facilitation will also provide some basic tools for managing groups.

A basic group exercise is called the Indiana Plan. It is a good way to help people see how groups function and to give some basic insights into group processes.

Participants are divided into groups of eight to ten people, depending on how many people are present. Each group has assigned roles. These are:

one facilitator
one recorder
one observer
participants

The groups pick an issue of concern to them and the participants discuss that issue. The facilitator only facilitates, the recorder captures the group’s discussion, and the observer watches for process, content, and results.

After the discussions everyone reports on what took place and what it was like to facilitate, record, participate and observe. This process is used to allow the participants to see and experience working in groups and learning about them in a nonthreatening environment.

Group Processes

An old but tried and true model is that of Cog’s Ladder of Group Development. There are five steps of group development on the ladder. These are:

1. The polite rung – group participants begin by all being polite to one another.
2. The why we are here rung – the next step on the ladder is when participants start the process of determining why they are there and what they are to do.
3. The next rung is the bid for power – group participants begin the process of working out who and how power will be shared and used in the group.
4. The next rung is the constructive phase – here the group actually does constructive work and sets about doing what they came together to do.
5. The last rung is the end of the ladder – the group feels good about what they have accomplished and is a productive, close-knit group.

Group Dynamics

Understanding the dynamics of a group is important to keeping group processes on track. How the group operates, who is in charge, and how decisions are made are all integral parts of group dynamics. Some things to observe are:

- Who makes the decisions – who do people look at when it is decision time?
- Are there factions – do they control or disrupt decisions?
- What is the tone of the meeting – relaxed or not?
- How are deliberations handled – open or closed?
- Who controls the agenda – a few people or all?
- How are the priorities established – what takes precedence
- How does room arrangement affect group decision making?
- How is leadership determined?
- Do things actually get done? If so, who does them?
- How are the communication skills of the group?
- Who has expertise in the group?
- Are all allowed to participate?
- What are personal relationships like? Do they influence the group?
- How are disagreements handled?
- How are decisions made?
- Do a few people dominate meetings?

These are a few tips to help to understand group dynamics. A good exercise is to sit in the back of the room and just observe a few meetings and see if you can discern the patterns and processes of the group and how the group operates.

Group Development

Another model to look at group process is to look at constructive phases in group development. Group stages and what occurs within them are:

Stage 1: PRE-AFFILIATION
- Members question the purposes of the group and their association with it.
- Members experience some anxiety about becoming involved.
- Members attempt to get acquainted with others yet retain some distance.
- Relationships are usually formal.
- Members explore various ways to affiliate with the group.

Time is needed to give members a chance to affiliate. This is the phase for the use of bonding exercises which help build relationships.
Stage 2: POWER AND CONTROL
- Testing occurs to define and formalize relationships.
- Members become concerned with status, rank, communication, choice making, and influence.
- Cliques and alliances may form.
- Attempts to exclude individuals may occur.
- Growing awareness and mutual recognition of group members and the group experience.
- Members become friendly.

At this point, group members are willing to work on the task at hand.

Stage 3: INTIMACY
- Intensification of personal involvement.
- Members become comfortable with each other.
- Recapitulation of group experiences.
- Evaluation helps group members assess values of total experience.

Stage 4: DIFFERENTIATION
- Members accept each other as distinct individuals.
- Acceptance of personal needs.
- Freedom and ability to differentiate.
- Respect for the abilities and talents members bring to the group.

If this stage is successful, group members work well together. Each brings different skills to the group.

Stage 5: SEPARATION
- Group experience completed; members begin to move apart.
- Release of anxiety over separation and loss.
- Spoken and acted out behavior over separation.
- Groups need to experience this stage successfully to get to the next stage.

Individual group members will use this experience as their frame of reference for approaching new group situations.

The Working With Our Publics manuals for Cooperative Extension created a group process model that is very useful. Below is that model.

<table>
<thead>
<tr>
<th>Group Phase</th>
<th>Key Processes</th>
<th>Ups</th>
<th>Downs</th>
<th>Leader Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming</td>
<td>Orienting</td>
<td>Meeting new people</td>
<td>Anxiety</td>
<td>Directing</td>
</tr>
<tr>
<td></td>
<td>Getting acquainted</td>
<td>Setting direction Clarity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting goals</td>
<td>Setting direction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defining task</td>
<td>Taking first steps</td>
<td>Organization</td>
<td>Too much/too soon</td>
</tr>
<tr>
<td>Storming</td>
<td>Reassessing Exploring options</td>
<td>Fun Excitement Diversity</td>
<td>Tension Conflict</td>
<td>Coaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bottoming-out Loss of members</td>
</tr>
<tr>
<td>Norming</td>
<td>Resolving Evaluating Making decision</td>
<td>Cohesion</td>
<td>Group think (stereotyping, Self-censorship, Direct pressure)</td>
<td>Supporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing</td>
<td>Implementing</td>
<td>Closure Completion Synergy</td>
<td>Foot-dragging Social loafing</td>
<td>Delegating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transforming</td>
<td>Regrouping Disbanding Letting go</td>
<td>Time for new activities Reenergize Satisfaction</td>
<td>Holding on Sadness Sense of loss</td>
<td>Variable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disappointment</td>
<td></td>
</tr>
</tbody>
</table>

These are some excellent diagnostic tools for figuring out where a group is and how you can help move it forward.

Group Task Roles
The Community Development Department of the University of Missouri Columbia produced a Manual on Organizational Development for the Area Agencies on Aging in 1975. In that manual was a section on group roles that is an excellent model for understanding group roles. There are three types of group roles. These are:
1. Group task roles
2. Group building and maintenance roles
3. Individual roles
Each of these types of roles has many roles in each of them.

**Group task roles:**
1. INITIATOR-CONTRIBUTOR – Starts the ball rolling
2. INFORMATION SEEKER – Constantly wants the answer
3. OPINION SEEKER – Wants to hear opinions, not facts
4. INFORMATION GIVER – Cites authoritative facts
5. OPINION GIVER – gives one's own opinions
6. ELABORATOR – spells it all out
7. COORDINATOR – Tries to pull it all together
8. ORIENTER – Keeps group on track
9. EVALUATOR-CRITIC – Sets standards
10. ENERGIZER – Prods the group
11. PROCEDURAL TECHNICIAN – Expedites group moves
12. RESOURCE PERSON – Provides info and resources
13. LEADER – Takes initiative

**Group Building or Maintenance Roles**
1. ENCOURAGER – Praises and is warm/fuzzy
2. HARMONIZER – Creates harmony
3. COMPROMISER – Moves half way
4. GATE-KEEPER – Encourages participation
5. STANDARD SEETER – Sets standards
6. GROUP OBSERVER – Keeps watch/records
7. FOLLOWER – Goes along/gets along
8. CLARIFIER – Helps clarify
9. HELPER – Enabler/discussion leader

**Individual Roles**
1. AGGRESSOR – Attack mode
2. BLOCKER – Negative and difficult
3. RECOGNITION SEEKER – Pay attention to me
4. SELF-CONFESSOR – Personal revelations
5. PLAYBOY – Nonchalant and cynicism
6. DOMINATOR – I am in charge
7. HELP SEEKER – I need sympathy
8. SPECIAL INTEREST LEADER – Mine is most important
9. DODGER – Volunteers others
10. TEACHER – I know the answer

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**Group Members’ Roles and Functions**

Group members may choose functional roles with behavior required for a) task/work roles, and b) relationship/maintenance roles; or c) individual roles with behavior that does not contribute to either.

Observing the role a person is taking in a group and focusing on that behavior and how it affects the whole group is a good way of depersonalizing destructive behavior and addressing it in a nonthreatening way. Many times this technique has brought groups to monitor themselves and focus on role and not individual behavior. Often one group member will remark to another, “there you go, playing that role again.” This is often followed by laughter and that person playing a more positive part in group processes. Focusing on roles and not individual behavior is a very powerful tool in moving groups forward in a positive way, preserving group harmony, and avoiding hurt feelings.

<table>
<thead>
<tr>
<th>TASK/WORK ROLES</th>
<th>RELATIONSHIP/Maintenance ROLES</th>
<th>INDIVIDUAL ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiating: proposing tasks, goals or action. Defining group problems, suggesting a procedure.</td>
<td>1. Harmonizing: attempting to reconcile disagreements, reducing tension, getting people to explore differences.</td>
<td>1. Aggression: defining others; status, attacking the group or its values; joining in a barbed or semi-concealed way.</td>
</tr>
<tr>
<td>2. Informing: offering facts, giving expression of feeling, giving an opinion.</td>
<td>2. Gatekeeping: helping to keep communication channels open; facilitating the participation of others, suggesting procedures that permit sharing remarks.</td>
<td>2. Blocking: disagreeing and opposing beyond reason, resisting stubbornly the group’s wish for personally oriented reasons. Using hidden agenda to thwart the movement of a group.</td>
</tr>
<tr>
<td>3. Clarifying: interpreting ideas or suggestions, defining terms, articulating issues before group.</td>
<td>3. Consensus testing: asking to see if a group is nearing a decision, sending up a trial balloon to test a possible conclusion.</td>
<td>3. Dominating: asserting authority or superiority to manipulate group or certain of its members; interrupting contributions of others; controlling by means of flattery or other forms of patronizing behavior.</td>
</tr>
<tr>
<td>4. Summarizing: pulling together related ideas; restating suggestions; offering decisions or conclusions for group to consider.</td>
<td>4. Encouraging: being friendly, warm, and responsive to others, responding to facial expression to others’ contribution.</td>
<td>4. Out-of-field behavior: making a display of one’s lack of involvement; abandoning the group while remaining physically with it; seeking recognition in ways not relevant to group tasks.</td>
</tr>
<tr>
<td>5. Reality testing: making a critical analysis of an idea; testing an idea against some data; trying to see if the idea would work.</td>
<td>5. Comprising: when her own idea or status is involved in a conflict offering a compromise, which yields status; admitting error; modifying to promote group cohesion.</td>
<td>5. Avoidance behavior: pursuing special interests not related to task; staying off subject to avoid commitment. Preventing group from facing up to controversy.</td>
</tr>
</tbody>
</table>
Needs of a Group
A group has many needs to remain functional. Some of these are (in no particular order):
- Good give and take
- Easy rapport
- Keeping interest high
- Everyone works
- Recruiting members
- Excellent communication
- Team building
- Newcomers made to feel welcome
- Trust
- Good group processes
- Alternatives explored
- Results
- Motivation
- Finding hidden agendas
- Focus on common issues
- Constructive conflict resolution
- Keeping members
- Cooperation
- Community support
- Openness
- All feel a part of the group
- Clearly identified goals
- Adequate thought time
- Depersonalization of conflict
- Commitment
- Solving problems

Disagreeing in a Group
There are reasons why we may not always get along with someone and some why we do. Examining your own feelings toward someone may help alleviate group tensions.

Think of times you didn’t disagree with what a person said to you, but you felt resentful or put down about what was said. What were the reasons?

1. I didn’t like the person
2. They were indirect, not forward
3. I wasn’t being understood
4. They were too demanding
5. They dictated to me
6. I was told, not asked
7. Sometimes the truth hurts

Have you ever strongly disagreed with someone, and come away having enjoyed it even though you didn’t win? What were the reasons?

1. I respected the other person
2. I felt they had a right to their own opinion
3. They respected themselves
4. We were equals
5. We cared for each other
6. Mutual respect
7. Trust

Things That Block/Build a Group

1. Not listening
2. Unclear issues
3. Disorganized
4. No facilitator
5. No defined goals and objectives
6. Not buying into goals and objectives
7. Not being involved in decision-making
8. Impatience with the group decision-making process
9. Being afraid to speak up at a meeting because of what others might say
10. Using words and jargon that some members might not understand
11. Lack of information
12. Not listening
13. Suppressing conflict
14. Rejecting others’ ideas without listening
15. Anonymity and personal dislikes
16. Lack of communication
17. Time pressures
18. Using Roberts Rules
19. Outside pressures
20. Ego
21. Obstinate people
22. Hidden agendas
23. Self interest
24. Lack of planning
25. No agenda

Things That Build a Group
1. Humor
2. Starting on time
3. Short meetings
4. Fun
5. Compromising
6. Similar backgrounds
7. Common goals
8. Enthusiasm
9. Cooperation
10. Assigning a leadership role on a temporary basis (rotating facilitator)
11. “Be a little nasty nicely”
12. Taking an absurd position to clarify others’ stands
13. Having clear goals
14. Alternative ideas
15. Consensus decision making
16. Respect
17. Defined roles
18. Commitment
19. Flexibility
20. Supporting others
21. Facilitation
22. Initiative
23. Cooperation
24. Being sensitive
25. Trust
26. Listening
27. Follow through

This is just a brief introduction to group operations. It takes many years of working with groups, observing groups and being part of groups to become an effective group manager/facilitator. But working in groups is how we humans function as social animals. This is a critical community capacity to determining and working on a healthy community.

In summary, working in groups is how we partner together to get things done. Having effective and efficient work groups makes accomplishing tasks much easier. It is also one of the essential capacities a community needs in order to create harmony and consensus in solving local problems. Good group work is an essential tool for healthy communities.
Facilitation and Meetings

Introduction

The art of facilitation is an overlooked need in many communities. Partnerships, groups, organizations, and communities all need good facilitators to help get common work done. Facilitation is an art as much as a skill. It takes practice, knowledge of people, good group process skills, and most important, taking your own preferences out of the equation. There are many philosophies, models, and ideas about facilitation. Many excellent training models, training programs, and manuals have been developed to help create good facilitators. The following are some simple ideas about facilitation to help you develop your own style and methods of facilitation.

What is a facilitator? Here is a brief definition:

A person who helps a group identify and achieve their dreams and goals through a designed process.

This indicates that the focus is on the group and its goals, that something is actually done and that a process is designed to specifically meet the needs of that group.

There is no magic formula or set process that can be used in every setting. The ability to think and adapt on one's feet is most important. There is no telling how many times the initial process just did not fit the situation and the effective facilitator helped the group redesign the process right then and there, while the ineffective one tried to use the initial process even though it was not working. This is the essence of the art of facilitating. Adapting to what is happening and being able to get the group where they want to go, especially when they are not sure where that is.

We will look more at process design a little later in this manual, but it is a critical skill for effective facilitation.

There are many skills needed by a facilitator. Some of the most common are:

- Team building
- Process design
- Observation/listening
- Able to set and maintain ground rules
- Keeping track/summarizing
- Group dynamics
- Handle challenging persons
- Ask questions
- Evaluate meeting
- Product comes out of process

A facilitator must:

- Provide non-directive leadership
- Build consensus
- Guide, but not control
- Manage the process of a meeting
- Keep group focused on content
- Pay close attention
- Keep the meeting on track
- Not participate in discussion
- Work very hard

Ground Rules

It is imperative that ground rules be established and enforced to ensure fair and equal opportunities to participate for all. These may or may not have to be brought up at the first part of a meeting. Many groups use these as a rule and do not like to have them put out front. Some take it as an insult. But some groups do not work as well as others. Part of your job as a facilitator is to read a group and know when ground rules have to explicitly brought up and when it is not necessary to do so.

Four Basic Ones for All

1. NO PERSONALITIES – focus on issues not persons
2. NO POLITICS – do not let people politic for one thing – keep minds open
3. NO PROFANITY – do not let people prove one another – decorum in debate
4. HAVE (F)FUN – most critical, make it fun

For The Participants

1. One person at a time talks
2. All get a chance to talk
3. Questions to get clarification
4. Do not criticize others
5. Review ideas to find commonalities
6. Feelings discussed rationally

For The Facilitator

- People are comfortable
- Discuss ground rules
- Communicate at level of participants
- Be neutral
- Keep a positive group atmosphere
- Allow think time
- Avoid leading, loaded, lengthy comments

These basic ground rules will help keep groups on track and out of trouble.

Some tips to help build a cohesive group

- Members talk freely
- Commonalities emerge as the focus
- Each person has a role
- People accept each other
- Trust arises
- Bonding takes place
- Group identity emerges
- Comfort level is high
- Products are produced
- Synergy occurs
Some Guidelines for Handling Difficult People in Groups

Difficult people are always a problem. Some general guidelines in handling them are:
1. Recognize a problem early. Be prepared to respond.
2. Help the group arrive at group-recognized operating procedures.
3. Recognize the behavior is goal-oriented.
4. Reject the behavior, but not the person.
5. Recognize the problem may be both an individual and a group problem.
6. Help the person find an appropriate way to participate.
7. Recognize that conflict can be constructive as well as destructive.
8. Assess your own behavior in reaction to the behavior of the difficult person.
9. Stay neutral, do not get personally involved.
10. Know your own conflict management style; understand other styles.
11. Remember that prevention is the best insurance policy.

Keys to Consensus

Consensus is a group decision-making process where people generally agree without formal votes. It recognizes that all are equal in the group and decisions are based on common group ends. Some keys are:
- Decisions and discussion are goal centered
- All members heard equally
- Communication is open
- All alternatives are explored
- Information is shared openly
- All implications of a decision are examined

6 C's are followed

- Courtesy – politeness is paramount
- Conciliation – the ability to give something up is fostered
- Cooperation – an atmosphere of cooperation is maintained
- Compromise – people are willing to compromise
- Communication – clear communication is essential
- Coordination – everyone knows what everyone else is up to

Adults and Effective Meetings

In designing meetings for adults, here are several things to keep in mind:
- Adults have lots of experience and want the chance to share it. Give them the opportunity to do so.
- Adults have bodies that need to be comfortable. Get a meeting space that allows for that.
- Adults need food and drink. This is a primary rule for the success of community meetings.
- Adults are prideful. Do not insult them in public.
- Adults have tangible things to lose. Focus on gain, not loss.
- Adults have reflexes toward authority. Let the group be its own authority.
- Adults need reinforcement. Provide it.
- People need a vacation. Give them one.
- People have strong feelings. Let them be expressed positively.

- People don’t like to be left behind. Keep everyone up to speed.
- Adults are not generally comfortable with change, but they can change.
- Adults are people with a past. Use it.
- Adults have ideas. Let them be contributed.

How to Use a Paper Easel for Facilitated Meetings

One of the most overlooked skills of the art of facilitation is how to use an easel and paper to record the group’s efforts.

I. Supplies

Have a full easel pad and one backup for every session, many colors of pens, and masking tape for each facilitator. If room is small, ask for odorless pens.

II. Recording Tips

- Write legibly, about one or one and a half inches high
- Number ideas
- Number each sheet
- Use exact words; do not edit. But help people find the right words
- State basic ideas, without writing every word
- Ask participant if you captured the theme in your summary
- Do not worry about spelling
- It is okay to abbreviate
- Make sure writing is dark
- Use a different color to mark or group similar ideas
- Remain neutral if part of facilitating team

III. Posting Tips

- Get permission to put pages on wall using masking tape
- Post in order
- Put a second sheet under a posted page to avoid marking the wall when adding more information
- Take sheets down in order so they are easy to transcribe for the group
- Transcribe ASAP and send out to all group members

IV. Summary Tips

- Walk around room where sheets are posted in order to show flow of work
- Use flow to show how much has been accomplished by group
- Use as way to summarize
- Use as way to help group determine what happens next
- Use as visual aid in demonstrating what occurred in that session

Facilitation is as much an art as skill. Remember this, keep yourself out of the way, let it be fun, go where the group wants and build consensus. This should keep you safe.
Meetings
Like it or not, meetings are how we come together to get discuss and make decisions about things. If we all had a nickel for every unproductive meeting we sat through we might all be rich. Here are some ideas to help meetings be more productive, efficient a better use of our time.

Tasks in a meeting—the experts say there are three main tasks in every meeting. These are:
- Information sharing
- Decision making
- Social activity

A good question to ask: a group is what percentage of a meeting should each of these take. People will guess many different percentages, but the experts feel that:

Information sharing should be 30%
Decision making should be 70% and
Social activity should take place before and after the meeting, not during it.

This is not what generally happens though. Groups who have gone to this model and used 30% for information sharing and 70% of their time for discussion around decision making have expressed how much more they get done and even how much more time is available to bring up new ways to achieve the groups mission. This alleviates much wasted time, keeps the group focused on why they are there, and creates time to think and be creative. Try this for yourself for a few meetings of your group or organization.

One way to do this is to use a timed agenda. Here is a sample format for a 90 minute meeting.

I. Call to Order – No time
II. Approval/Corrections of Minutes – 1 minute
III. Reports – Officers/Staff/Committees – 29 minutes
IV. Business – 60 minutes
   A. Special
   B. Unfinished
   C. New
   D. Other
V. Adjournment

Here is a tool to help evaluate meetings.

### 5 Ingredients of an Effective Meeting

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<th>Needs Clarification</th>
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1. Content – Was their common focus on:
   a. the purpose
   b. kind of meeting
   c. the topic/content of the meeting
   d. the problems to be solved or decisions made
   e. a meeting agenda
   f. report/update information needed
   g. information needed for decision-making
   h. problem definition
   i. problem analysis (fact finding)
   j. generating alternative solutions
   k. choosing criteria by which to decide
   l. final decision-making
   m. feedback during the meeting
   n. implementation

2. Process – Was there common focus on:
   a. the process of the meeting
   b. how the meeting would proceed
   c. how the decisions would be made

3. The facilitator/group leader:
   a. maintains an open safe, balanced atmosphere
   b. protects individuals from attack
   c. maintains conversation flow
   d. encourages everyone to participate
   e. helps the group/individuals agree on
      where they want to go before they start
   f. feeds back information to the group/
      individual for clarification (develops synergy)
   g. suggests alternatives and procedures

4. Role definition of groups/individual in the meeting:
   a. everyone’s roles and responsibilities must be clear
      and agreed upon for the duration of the meeting

5. Time frame:
   a. clearly agreed on time frame for the
      meeting is essential
   b. start and end on time

CONCLUSIONS: Good structure and leadership are essential ingredients for a good/successful meeting.
Another tool to help have better meetings.

Things to Observe in Your Meetings

1. PHYSICAL ARRANGEMENT AND DISCOMFORT
   a. Is the seating arrangement suited to the size of the group, the purpose, and the method used?
   b. Are ventilation, heating, and lighting arranged for comfort?
   c. Are the chairs comfortable?
   d. Can members see and hear each other clearly? Have distracting noises been avoided or eliminated?
   e. Are the activities and rest periods well timed?

2. ORIENTATION
   a. Do the group members have a clear idea of the goals and objectives are?
   b. Do the group members have a clear idea of how the group is to go about achieving these objectives? Do they know what they are expected to do and what they can expect from the leader?
   c. Is some provision made for the group to see how it is progressing during the meeting?

3. GROUP ATMOSPHERE
   a. Do members feel free to express their ideas, to agree and disagree?
   b. Is the atmosphere friendly, indifferent, or hostile?
   c. Is the group open-minded? Do they seem interested in drawing in new points of view?
   d. Do members respect points of view different from their own?
   e. Do the members feel that it is their group and that they can direct it as they wish?
   f. Does the procedure tend to be formal or informal?

4. COMMUNICATION
   a. Do the members of the group speak clearly and loudly enough for everyone to hear?
   b. Do the members of the group and the resource people express their ideas in words that everyone can understand?
   c. Are all members trying to communicate relevant ideas?
   d. Do the examples illustrate points with which most group members have had some experience?

5. INTEREST AND PARTICIPATION
   a. How interested are the group members?
   b. Do they seem to feel that the objectives are important?
   c. Did they help select the objectives?
   d. Does the discussion carry into the breaks and continue after the meeting?
   e. Is there evidence or extra preparation of extra voluntary study?
   f. Does the interest remain high?

6. PARTICIPATION
   a. Are all of the members involved in what is going on?
   b. Have all members made some contribution?
   c. Do the leaders and the most active members make it easy for the less vocal members to express their opinions?
   d. Is discussion usually directed to the group as a whole?
   e. How is the quality of participation? Are members really digging into the topic?
   f. When questions are directed to the leader, does he refer them to the group?

7. TEAM WORK
   a. Do members try to preserve group unity and move toward the objective?
   b. Do the members take responsibility for keeping the group moving toward its objective?
   c. Does the leader take responsibility for redirection when it is needed?
   d. Are the leaders and members willing to give major credit to the combined team?
   e. Are the leader and the group members sensitive to the feelings of other members?

8. PRODUCTIVENESS
   a. How far has the group moved toward its objectives?
   b. Was a summary made so the group could see its accomplishments?
   c. How does the group feel about the amount and quality of its accomplishments?
   d. How much time was wasted on unimportant or unrelated topics?
   e. How do the group's accomplishments compare with what one or two individuals could have done?
   f. To what extent have the contributions added to the knowledge, skills, or attitudes of its members?
   g. Did the group members learn something that they feel will be useful to them?

9. CHOICE OF METHODS
   a. Were the methods used the best that might have been chosen?
   b. Would other methods have saved them, made for greater interest, made for more participation, or have produced more?
   c. Were methods changed to fit the particular purpose and situation or was the same method used for everything?
   d. Does the group know how to tackle a problem systematically?
   e. Has the group had experience with enough different methods to make selective choices feasible?
   f. How well did the leader adapt the methods to the experience of the group?
Meeting Checklist

________ Have you set concrete, realistic goals?
________ Is the site familiar, accessible, representative, and adequate?
________ Is the date and time good for those you want to attend?
________ Do you have a chairperson for the meeting? Has the chairperson been involved
in preparing the agenda or been fully briefed?

________ Does the agenda:
________ Accomplish the goals
________ Encourage commitment and involvement
________ Provide visible leadership roles

________ Do you need:
________ Printed agenda
________ Background materials
________ Proposals

________ Have you asked people to serve as the:
________ Chairperson/facilitator
________ Note taker
________ Timekeeper
________ Presenters
________ Tone-Setters (opens and closes meetings)
________ Greeter (welcome people and get names and addresses)
________ Refreshment servers

________ Have you considered the following logistical matters?
________ Chair arrangements
________ Newsprint and markers
________ Easel or chalkboard
________ Outlets for audio-visual equipment
________ Sign-in sheets and table
________ Refreshments
________ Microphone set-ups

________ Do you have a turnout plan and enough people working on making turnout
calls? Do you have a system for comparing those who said they will come with
those who actually come?
________ Have you arranged for child care?
________ Do you have transportation for those who need it?

One more useful meeting evaluation tool.

MEETING EVALUATION

Please circle the appropriate number to rate this meeting.

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<th>Low</th>
<th>Average</th>
<th>High</th>
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<td>5</td>
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<tr>
<td>Clarity of question</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please comment with specific examples on the following:

1. What did you like?

   ____________________________
   ____________________________

2. What change(s) would you suggest for the next time?

   ____________________________

Meetings are important and critical to effective community efforts. The following are a
few tools to help make them more enjoyable, efficient, and productive.

Meetings and facilitation skills for them are critical to getting people together and
having productive ideas and their implementation emerge. The skills needed to do this
are as much art as science.
CLOSING – BUILDING THE SKILLS FOR A HEALTHY COMMUNITY

There are many skills needed to build a healthy community. This section has looked at just a few of them, but these are some of the most needed if a community is to take the healthy community approach.

The preceding skills will help both community workers and community members. The more people in a community who gain these essential skills, the better off the community will be.

The idea of building long-term capacities that give communities the opportunities to manage their own affairs now and in the future is one that needs to be explored in much more depth in the years to come.

The approach to communities that focuses on community building and community discovery rather than just on community development is one that will help communities sustain their health into the future.

SECTION IV: CREATING THE HEALTHY COMMUNITY

Chapter 1: Introduction

The first three sections have focused on ideas and skills. This next section looks at how you can actually start creating a healthy community. This is where all of this must be put to good use. The whole idea is to do, not just talk.

There are many considerations to creating the healthy community. Those that will be looked at here are:
1. Community culture
2. Problem solving and process design
3. The healthy community meeting process
4. Indicators of community health
5. Action planning and project management
6. Using resources

These are some of the necessities for actually creating a healthy community.
Chapter 2: Problem Solving and Process Design

INTRODUCTION

One of the ground breaking and essential resources for the area is *The All New Universal Traveler: A Soft Systems Guide to Problem Solving and Process Design* by Koberg and Begnaull. This is the bible of process design. It is a tool you must have in your kit if you are to be an effective community worker. It is the inspiration and guide for this section.

Over the years the work on healthy communities has seen the contents of this book evolve and develop with use. The following is how this author has used these materials and changed them for use in communities based on real-life situations.

Koberg and Begnaull saw problem solving as a seven-step process. Over the years this process has evolved through use to a nine-step process. These steps are:

1. Recognition—There has to be a realization that there is a problem. A real felt need, not one you are talked into. Before any action can take place, people have to recognize there is a problem.
2. Acceptance—People have to accept the problem as their own. They have to decide it is theirs and they have to do something about it.
3. Analysis—The problem has to be looked at from all sides and perspectives. It has to be taken apart and put back together. The whole of the problem has to be seen.
4. Definition—The essentials, the root causes, the actual problem to be addressed has to be clearly defined.
5. Brainstorming—Solutions to the problem have to be brainstormed. All probable solutions need to be thought of and researched. The means and ends must be explored and connections between them looked at.
6. Selection—A decision must be made to go ahead with the "best fit" solution. Second guessing is not productive. Make your best decision based on doing the process as completely as possible and move ahead.
7. Implement—Time to do! Take action, make your decisions real.
8. Revision—Be prepared to revise and adapt as you go along.
9. Evaluate—Review and do the process again. This is a never ending process of getting better solutions as you move forward.

Process is not linear as logic would have us believe. All of the above stages may all be going on all at the same time. Process is like the DNA helix. It goes around in ever-repeating circles and we hope that we get better as each circle builds on the other. Problem solving is chaotic and messy. You can see the above stages in the process, but they are all intertwined and connected and move at their own pace in their own way and do not happen in a nice neat fashion.

Have each participant design a process to use when they return to their village to immediately put to use the skills they learned.

Participants have done this and presented a variety of processes that were designed with their specific communities in mind. These varied from getting heat for a church building, to youth leadership, an elders forum, thinking how to bring various partners together to start a healthy Community process, to simply redesigning a meeting format and using facilitation skills. Past participants have demonstrated an excellent grasp of how to design processes/programs that fit their individual situations. This a good way to have participants immediately learn to design processes with their particular community in mind.

A design process format to help a group design their own process is to have them answer the following questions:

- What is it you want to do? Why do this?
- What expectations do you have?
- What outcomes/accomplishments do you want to see?
- Who should be involved?

The ingredients of their particular process come from the answers to the above questions. They now need to put those ingredients into a recipe (process) that fits their own unique situation. In order to do that they need to look at:

- What tasks need to be done to start the process?
- Who will do these tasks?
- How will these tasks be implemented?

They can then create a process that looks at how their community functions, when they like to meet, how decisions are made in their community, and other factors that make designing a process for them unique. The end result is a process that fits their situation and produces a way of decision making that has a much better chance of creating the desired results.

On the following is a chart of all the different processes that have been used in this manual and related training.

They include:

1. Process design format
2. Partnership process
3. Visioning/strategic planning/ action planning processes
4. Problem solving process
5. Basic design process
6. Capacity based process

All of these are basic processes used in the process of creating a healthy community.

The skill of process design is what allows you to be flexible, adaptable, and to be able to change to fit any situation. This is a tool that is often overlooked but essential to being able to designing methods and processes that fit the situation.
Chapter 3: Community Culture: Understanding Where You Live and Work

**Introduction**

One of the necessary adaptations in creating a healthy community is to be able to work well in the particular community. This is the ability to adapt to the culture, setting, environment, processes, and decision-making ways of that community. Too often a community worker wants to take a particular model, structure, or process and make the community adapt to it rather than vice versa.

It is incumbent upon a community worker from the outside to adapt to the community and not make a community adapt to the worker.

That is why process design skills are so important. A worker must be able to redesign processes as they develop to fit the situation in order to be effective.

The community must be allowed to work in its own way, in its own time frames, by its own methods, and through its own decision-making processes.

This means the community worker has to take the time to learn these things, to coordinate all efforts with local folks, and be willing to give up control to the community.

Residents of a community know it best. Trusting in that is a key to successfully working in a community. Every community has its own ways. This is why the community discovery process using the web of community is an invaluable tool to helping both the community and the worker learn about the community.

All that is done in the healthy community process must be done in the way of that particular community and not through some prescribed model.

Following is a useful exercise that in the past has helped both community members and workers to discover the local culture. This is one from a training in rural Alaska.

The participants were asked to "explain about their culture to someone who knew nothing about it," and to describe "what makes their culture unique."
Local Culture–Inupiak

Sense of humor
Close knit
Variety of language
Friendly
Concern for others
Sharing knowledge
Gathering
Crafts and arts
Smile
Say hi!

Values and Beliefs–Spirituality

Value elders for knowledge
Naming a child
Sharing
Respect
Language
Campsites
Different taboos

Traditional myths and methods
Strong family and community values
Spiritual beliefs–people, animals, and land
Traditional healing and medicine
Teasing cousins
Respect diversity of other people

Respect

Elders
Self
Youth
Story telling
Native arts and crafts
Advice from elders
Children/babies
Newcomers
Food
Dancing
Others
Celebrations
Ability to live off land
Native games

Land
Language
Animals
Family tree/history
Recognition
Coping skills

Retain

Language
Dancing
Story telling
Family

Knowledge of hunting and gathering
Native arts and crafts
Fishing

Regain

Cultural values
Community
Hunting and sewing techniques
Responsibilities and togetherness

Family gatherings
Subsistence lifestyle
Unity

This exercise provided a wealth of knowledge about the local culture and provided community members an opportunity to articulate some of the key elements of their culture, as well as providing the community worker key insights that helped understand how to work in that setting.

BASIC TIPS

Some basic tips to working in a community setting are:

- Start where the community is–not where you think they should be
- Learn about their:
  - Use of technology
  - Information access capacities
  - Communication networks
  - Transportation systems
  - Beliefs and values
  - Family patterns
  - Customs
  - Food habits
  - Patterns of thinking and living
- Discover why they do the things they do
- What do they feel strongly about: “The community of feeling”
- What are they interested in: “The community of interest”
- Listen, observe, learn, adapt, understand
- Do not judge based on your culture
- Deal with people as equals
- Go at their pace, do their way, do what they want
- Be yourself, be who you are, do not try to be what they are
- Do with them, not for or to them
- When in “Rome” or more commonly known as “When in Rome do as the Romans do”

Adapting to the local culture is an essential for actually creating a healthy community. Working through a community’s own ways will get things done in a fashion that will create ownership by the community, get buy-in by the community, and acceptance of the community initiatives will be much greater.
Chapter 4: Healthy Community Meetings

INTRODUCTION
There are many ways to hold meetings that create a healthy community. The following are just sample formats to illustrate how the initial series of meetings might play out in a community. This is not a prescribed series of meetings. They will be different in every community. This is only a sample to help you see how these meetings might flow in a community. None of these meetings should ever last more than three hours, but closer to two hours is even better.

HEALTHY COMMUNITY MEETING FORMATS
First Community Meeting—With persons interested in initiating process
Education Components:
1. Healthy community
2. Capacity building
3. Community change
4. Partnership formation
5. Visioning, strategic and action planning
6. Process design
7. Putting it all together—attributes of a successful community

Process Components:
1. Defining why a community wants a healthy community
2. Identifying who should be involved in the healthy community process

Action Components:
1. Determining the next meeting date
2. Identifying who should be there
3. Logistics for the next meeting

Second Community Meeting—with the partners in the process
Education Components:
1. Review of first meeting
2. Pothole filling or road building-review of capacity-building approach

Process Component:
1. Designing a process for the community
2. Partnership process

Action Components:
1. Task analysis to implement community process
2. Set meeting dates
3. Assign specific tasks
4. Getting the word out—publicity
5. Getting key people to the meeting
6. Logistics for next meeting

Third Community Meeting—Community members
Education Components:
1. Review of healthy community approach
2. Review of process design process

Process Components:
1. Web of community exercise
2. Sacred-favorites exercise
3. Parts of community exercise

Action Components:
1. Type up results
2. Distribute/publicize results
3. Input mechanisms from community
4. Publicize next meeting
5. Next meeting logistics

Fourth Community Meeting—Community members
Education Components:
1. Review process to date
2. Healthy community review—why we are here

Process Components:
1. Community interactions exercise
2. Intangibles exercises
3. Community energy exercise—visioning/focusing

Action Components:
1. Type up results
2. Distribute/publicize results
3. Input from community
4. Publicize next meeting
5. Next meeting logistics

Fifth Community Meeting—Community members
Education Components:
1. Review to date
2. Healthy community process

Process Components:
1. Community energy—human resources
2. Community resources exercises
3. Community systems exercises

Action Components:
1. Type up results
2. Distribute results
3. Next meeting logistics
Sixth Community Meeting—community members

*Educational Component:*
1. Review to date
2. Healthy Community process

*Process Component:*
1. Action planning
2. Task force development
3. Evaluation of process to date

*Task Areas:*
1. Type up and publicize results
2. Distribute results
3. Set task force meeting dates
4. Set next community meeting date
5. Logistics for all meetings
6. Action steps as identified

Seventh Community Meeting—community members

*Education Component:*
1. Review to date
2. Healthy community process

*Process Component:*
1. Sacred—what we don’t want to change
2. Indicators exercise—development of community decision making indicators/parameters
3. Task force reports

*Action Component:*
1. Type results
2. Distribute results
3. Set community/task force meeting dates
4. Evaluation
5. Next steps

Eighth Community Meeting—Putting It All Together

1. Web Review
2. How it all fits together
3. Draw your own web
4. How do we sustain the web?
5. What makes and keeps our web healthy?
6. Set times for further meetings and community revisioning/web updates

Follow-Up Meetings
May include economic opportunities workshop, monthly update/coordination meetings, special issue specific meetings, and one year revisioning process.

This is an *eternal process* that continues all the time. It is not a process done once then stopped. The process of rediscovery, reenergizing, and revisioning must constantly take place. The above meetings are just a suggested way to do this. It will be much different from how it is done in your community. Use this as a guide, not a prescription.

A good exercise is to assign participants to design one meeting that fits their community and to meet a particular purpose for their community and that they can use in their community.

Each meeting must have:
1. An educational component
2. A process component
3. An action component

And use
1. Visual methods
2. Auditory methods
3. Movement (kinetic methods)

And incorporate
1. Large group exercises
2. Small group exercises
3. Individual exercises

This will provide experience in designing meetings that incorporate a variety of components, methods, and learning styles and be adapted to the local community.

This puts together many of the pieces of this manual and gets the *doing* started.

Following is an evaluation form developed to evaluate every meeting and to use the results to help develop future meetings.
Community Development Meeting Evaluation Form

Please complete the evaluation form as completely and honestly as possible so that future meetings can be better served or share objectives. Since this is a new process for everyone, we really need to know what we are doing right and what we can improve. All comments are appreciated and encouraged. Thank you for coming to the meeting!

1. How would you rate the following areas?
   - Objectives were made clear: □
     - Very Clear
     - Not clear
   - Objectives were met:
     - To a great extent □
     - Not at all □
   - Exercises were effective:
     - Highly effective □
     - Not effective □

2. In what areas do you feel the meeting could be improved?

________________________________________________________________________________________

3. What were the strongest features of the meeting?

________________________________________________________________________________________

4. Do you have any suggestions or comments on the exercises as they relate to accomplishing the stated objectives?

________________________________________________________________________________________

5. Which of the following ratings best describe your feelings about this forum for the development of our community's future?

   Excellent □  Above Average □  Average □  Fair □  Poor □

Please use the next page for any additional comments.

Another method that works is to close each meeting in a talking circle format and hear what each person chooses to say about the meeting. This gets at the heart of how people feel about a meeting. You can also use both methods.
Chapter 5: Action Planning and Project Management

INTRODUCTION

Action planning is the link between dreaming and doing. A process to do this is explained in detail in the visioning focusing process in the section on community energy. This is how you make your dreams become real. It is where projects, programs and processes come to life. Planning for and running projects is a task that takes time and practice. This is a small introduction and a few tools to help you do that. This is a task-oriented endeavor that requires attention to detail, doing the grunt work, and keeping track of all that is going on.

An exercise to help understand this process of action planning is to use the action planning sheet that follows and to walk through the process.

Participants are given two tasks.

Task 1 is to design an action planning process to help them get the feel for this kind of exercise. The results are as follows:

- Process to be developed includes
  - Local surveys: questions involved
  - Visioning: Community/organizations
  - Capacity/deficiency process approach
  - Resources to be needed
    - New playground
    - Develop-equipment (City, IRA)
    - Materials: wood, building supplies
  - Steps (elements)
    - Find out problem/issue
    - Who will be involved
    - Create web of community

Partnership: Why, who, what, how
Problem-solving processes
Evaluation feedback
Need: Land, corps, tribal, city, school
Playground plans—kids, school, Internet
People: volunteers locally
What to do
Visioning

The next task is for them individually to fill out an action-planning sheet to outline how they would use what they learned and what they would do when they return to their villages. This outlined goals, objectives, tasks, resources, who would do tasks, and how they would evaluate what they did. They reported on these and kept them for their use. There were a variety of activities and tasks that related directly to the individual needs of each village. These will provide an initial guide to start working in their communities.

These tasks of designing an action planning process help to understand how to design and use an action planning process.

To help with that process here are some idea-spurring questions for action planning:

- WHO
  - can help?
  - must we “Sell” on the ideas?
  - can help us get more resources?
  - will benefit?
  - will resist our efforts?

- WHAT
  - additional resources do we need?
  - is the best way to do it?
  - is the first step?

- WHERE
  - should we start?

- WHEN
  - should we introduce the idea?
  - should we implement the ideas?
  - should we check our progress?

- HOW
  - can we improve on the idea?
  - can we persuade others this is a good idea?

TAKING ACTION

Successful implementation will depend upon how well the group has carried out action planning steps. One way to evaluate how well the group is doing is to answer the following questions in relation to it’s action planning. Question areas include:

Projects
- Is the project/program a product of the healthy community process?
- Is there a general understanding and support for the projects?
- Is there a clear understanding of why things are being done?
- Are the projects doable?
- Have we clearly identified who is responsible for each action and task?

Communications
- Has the community communication network been used?
- Is everyone in the community informed?
- Are progress reports given on a regular basis?
- Is information shared accurate and timely?

Partnerships
- Have we developed or enhanced partnerships among individuals and organizations in the community?
- Have we developed new linkages outside the community?

Resources
- Have we sought creative ways to use local resources?
- Have we focused on using local resources?
- Have we developed resource coalitions with neighboring communities to fill our resource gaps?
- Have we used outside resources sparingly and wisely?
- Do we know where to find available resources?
- Do we know how to best use available resources?
Local Capacities
Have we used our human assets well?
Did they fit their job?
Do we recognize their efforts?
Did we inventory and use all our capacities?
Did we do an asset map?
Does the community have the capacities to implement and sustain this project?

Leadership and Management
Do we have effective leaders?
Do we have “followers” who are willing to arrange meetings, help with communications, and carry out much of the leg work?
Are the meetings organized and effective?
Are the leaders willing to take risks?
Are the leaders committed to the effort?
Do people follow through on actions?
Have we “grown” new leaders?

Evaluation
Have we evaluated on a regular basis?
Have we used our evaluation to revise what we are doing?
Is our evaluation community based?
Who benefits from this project?
Does the community benefit from this project?
Has “life cycle” planning been done for this project?
Who supports and who opposes the project? Why?

Celebration?
Have we celebrated on a regular basis?
Do we plan celebrations as part of our action planning?
Do our celebrations involve everyone?

These questions will help you to evaluate the effectiveness of your action planning and implementation of community projects.

Project Scheduling
Questions to Consider:
When should the project begin?
How long will it take from planning to completion?
Do other projects have to be completed before this one can start?
Will this project interfere with others?
How soon will the community see the benefits of this project?

ACTION PLAN FOR ATTAINING GOALS
A short title for this activity is:____________________________________

A one month goal for this activity is:____________________________________

A six month goal for this activity is:____________________________________

A twelve month goal for this activity is:____________________________________

<table>
<thead>
<tr>
<th>One month goal</th>
<th>Six month goal</th>
<th>Twelve month goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the tasks to be done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who will do it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources needed and available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of completion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will it be evaluated?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY PROJECT REVIEW FORM
This can help you review your project planning and help develop funding proposals for those that may need some additional outside funding.

1. Project Description
a. What is the project?

b. Who is involved?

c. When did you begin working on it?

d. Why is it needed?—problem/need/strategy that the project addresses.

e. Where will it be located and what is the population that it will serve?

2. Summarize efforts you have taken to date regarding this project.
   a. Planning—is this project part of your healthy community plan?
   
   b. Technical readiness—list the feasibility, marketing, engineering, design, or other technical studies and plans that are needed, whether they have been started, and what stage the plan is in toward completion. Does the technology proposed exist for your community and is it sustainable?
   
   c. Resources—what local resources are available? Specify kinds, sources, and any conditions attached.

   d. Contact with outside organizations that have an interest in the project and what information you have gathered?

   e. Are there other efforts you have made that are unique to this project?

3. When would you be ready to start on this project and how long would it take to accomplish? Ready to start on ________________ Time to complete ________________

4. What permits will be required?—list the permits, permitting agencies, and status of existing applications.

5. Are other projects related to or dependent on this project? Yes _____ No _____
   Is this project dependent on other activity? Yes _____ No _____

6. What are the anticipated outcomes of this project? If a section does not apply, mark it N/A.
   a. How does it make your community a better place to live and work?
   
   b. How does it support the local economy?
   
   c. What type of needed infrastructure does this project provide?
   
   d. Will it increase the sources of income and employment to the community?
   
   e. How many local businesses will be affected by this project and how?
   
   f. What health and safety problem will this project address?
   
   g. How will the project improve the local community?

7. Are there other significant factors we should be aware of?—will the project take advantage of a bird-in-the-hand opportunity, use volunteer efforts, address emergency declarations, etc.

8. How will this project affect community indicators and the sacred of the community?

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Chapter 6: Using Resources

INTRODUCTION
Communities have become too reliant on outside resources to maintain their community health and build local infrastructures. This “dependency syndrome” prevents many communities from doing for themselves. Instead they look outside themselves for the answers to their problems. The following exercise has been used in many communities to demonstrate the resources a community has to do for themselves if they would only look. The example of building a community playground is used to see how a community can use its own resources to fill a community need.

The first question was: “What do you need to create a playground in your community?”

The answers were:
- Land
- Site development
- Materials
- Design
- Labor

The next question was: “What do you already have to do this?”

The answers were:
- Land—Village corporation
- Site development—City equipment
- Design—Can get off Internet
- Materials—Most lying around village
- Labor—Volunteers

It was demonstrated that a playground could be created in the village within a very short period of time using ONLY local resources. This is a real example where the playground had been talked about for years, but no grant was found. After this process, the playground was finished in less than one month!

How can you use this approach on other community projects?

This can be done by answering these questions:
- What do you need to do the project?
- What do you already have?
- Is there a resource gap?
- If so, how do you fill it?

Finding resources is a matter of looking in the right places and not just for cash.

These questions can help to do this:
- What is it you want to do?
- What do you need to do it?
- What resources already exist locally?
- What do you not have that you need?
- This is the resource gap.
- How do you fill this gap?
- Look at this as resources, not just outside $
- Be inventive and scrounge

The approach to looking at local resources, capacities, and assets is inherent to the whole healthy community approach. The community does for itself, not looking to others to do for or to them. The healthy community is not reliant on the outside to maintain basic community health.
SECTION V: SUMMARY FOR CLOSING

Chapter 1: Introduction

This manual and its related class and training sessions have tried to focus on the essentials of:

1. The basic concepts of the healthy community
2. The process of community discovery and the web of community
3. The essential skills needed to build a healthy community
4. The process of creating and sustaining a healthy community.

This is an evolving and ever-changing effort that grows and gets better every time it is tried. This is not a magic answer or a prescription for success.

It is an effort to share some of the basic essential necessary tools, skills, and concepts needed to create healthy communities. This manual and training, however, is outdated the minute it is written down. What you do with communities that is successful will be what we need to know to continually update this beginning tool.

Share your successes, ideas, new concepts, and ways of doing with us. This manual is only a beginning. As we have seen, there is no end, only the process of doing now and in the future.

Good luck!

Over the years I have observed some traits of healthy communities.

Following is that list.
Chapter 2: Commonalities of Successful Communities

1. Well Articulated Vision
   • Start with end in mind
   • Build on dreams
   • Accommodates human nature
   • Use of imagination
   • Creative
   • Grow from within needed skills and knowledge

2. Look for Opportunities
   • Believes in possibility of creating own future
   • Wants to become a leader in whatever is done

3. Risk Taking
   • Innovative—tries new things
   • Comfortable with ambiguities, uncertainties and the unknown
   • Experiments

4. Holistic Perspective
   • Balanced perspective
   • Global perspective
   • Community-wide view

5. A Belief in Doing
   • Can create the future
   • A strong work ethic
   • Do it now
   • Energizing process/synergy
   • People can do—not just meet
   • Focus on purpose—not organization
   • Action leads to data—not vice versa

6. Develop People first
   • Strengthens others
   • Recognize individual accomplishments
   • Celebrate community accomplishments
   • Good educational opportunities
   • People as producers and not consumers
   • Build upon growth and development of people

7. Builds Upon Community Resources
   • Keep capital/resources within community
   • Becomes a leader in what it chooses to do
   • Builds upon unique strengths and capacities
   • Builds on commonalities of residents

8. Nothing Succeeds Like Success
   • Process oriented—not always definite answers, but leads to product
   • Set the examples
   • Plan small wins
   • Celebrate accomplishments
   • Become a leader in what you do
   • Inch by inch and row by row

9. Good Use of Knowledge
   • Empirical perspective—follows statistical trends and qualitative patterns
   • Seeks information from multiple and diverse sources
   • Action leads to data, not vice versa
   • Oral surveys, visioning, etc.

10. Trust
    • Willingness to trust in each other
    • Believing in the best of fellow community members
    • Letting everyone do their part
Chapter 3: Indicators of Community Health

To be successful, a community must develop indicators of health that allow for regular community checkups. These will be different and unique to each community. Here are a few ideas. These are qualitative measures that are focused on local community-based evaluation techniques.

- The web of community
  - How strong is the web?
  - How flexible is the web?
- Are its parts, interactions, energy, intangible, the sacred, and its systems healthy?
- How healthy are your connections to the outside world?
- Do you have adequate community facilities and services?
- How is the governance of your community?
- Is community spirit good?
- Is the physical environment healthy?
- Do people live well?
- Are people happy?
- Develop your indicators and measures of community health.
- Each community must determine its health for itself. This is a qualitative measure!

You can develop other questions to create community indicators. These indicators can be used as checks to ensure that any change that takes place is managed in a way that preserves community health and the vibrancy of the web. They can also be used to measure the impacts of decisions on your local community. As a community goes through its governing processes, these indicators can be guides that help to ensure appropriate decisions are made and implemented.

Chapter 4: Final Thoughts

THE HEART AND SOUL OF COMMUNITY

This is an exercise about what is the sacred in community. As time passes and change occurs, what is it that a community wants NOT to change? This is how to measure how any community decisions might ultimately affect a community. If it impacts in a negative way the things you don’t want to change, those things that are sacred, is it then a good decision?

This was done in a talking circle format and included such things as:

<table>
<thead>
<tr>
<th>Way of life</th>
<th>Cultural traditions</th>
<th>Subsistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection to land</td>
<td>Spirituality</td>
<td>Family connections</td>
</tr>
<tr>
<td>Sense of belonging</td>
<td>Knowing everyone in community</td>
<td></td>
</tr>
<tr>
<td>Who we are as a people</td>
<td>Values/beliefs</td>
<td>Sense of history</td>
</tr>
</tbody>
</table>

These were indicators that, as time passes, change can be measured against to ensure that the heart and soul of the community remains as the community wishes it to be.

Finally! The Agency for International Development years ago developed this list. It is as timely today as it was many years ago and is a fitting ending to this manual.

ESSENTIAL CONDITIONS FOR COMMUNITY PROGRESS

- People must satisfy their survival needs, or be relatively certain that those needs will be satisfied, before they can be further engaged with their environment.
- People must have a sense of both physical and psychological safety in order to protect the progress that they have made and to be able to move father ahead.
- People crave relative order and certainty in life to be able to judge with a degree of accuracy what will or will not happen if they do or do not act in certain ways.
- People continuously seek to enlarge the range and enrich the quality of their satisfactions.
- People are creatures of hope and are not psychologically nor genetically designed to resign themselves to failure.
- People have the capacity to make choices and have the desire to use this capacity.
- People require freedom to carry out the choices they have made.
- People want to experience their own identity and integrity and a sense of their own worth.
- People seek a system of beliefs or values to which they can commit themselves.
- People want a sense of confidence that the society of which they are a part will allow them to fulfill their aspirations.
Appendix—References


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