A Get 'Er Done Guide
for Transforming Communities

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2018
CONFERENCE

Stepping it UP

Brooks, Alberta
April 10-12, 2018

Brenda Herchmer

Grassroots Enterprises

and Campus for Communities

brenda@herchmer.net

Workshop Description

This fun, and interactive workshop will share boots-on-the-ground strategies, resources, and tools that both emerging and seasoned leaders will be able to apply in their own organizations and communities to mobilize and lever existing assets. Upon completion of this workshop participants will be better able to:

- help oneself and others learn and grow as community leaders
- articulate the value and importance of community building
- apply a planning framework that uses a community development approach
- utilize a number of facilitative tools and techniques

9:00 - 10:15	Introductory Activities
	Leadership From The Inside Out: Tools For Leadership Development
10:15 - 10:30	Refreshment Break
10:30 – 12:15	Embracing the Value and Importance of Community Building
12:15 – 1:15	Buffet Lunch
1:15 – 2:45	Applying a Community Development Approach
2:45 – 3:00	Refreshment and Networking Break
3:00 – 3:30	Wrap Up and Next Steps

Introduction and Overview

Why A Workshop For Community Leaders?

We're here to recruit YOU as a community leader!
(because if not you, then who?)

We often think of community leaders as being only those who hold a formal title or position of authority. For example, an executive director, band chief, manager, principal, elected official, a business owner etc. However, it is just as important to think of leadership as being a voluntary position.

In other words, anyone can be a leader because it is more about a way of acting within a given situation, on behalf of a particular cause, or in relationship to other people. Ultimately it is about your skills, knowledge, and attitudes and how you apply them.

There are leaders, with or without a title, of all ages and all backgrounds who are making a difference in their communities in many different ways, in many different situations.

> *Community building is a process that recognizes that power is not the exclusive domain of its formal leaders but is increasingly more about the wisdom of its citizens and a willingness to lever their strengths.*

It is anticipated that emerging, as well as seasoned leaders, will complete this Leaders' Workshop with a greater awareness of how to:

- help oneself and others learn and grow as community leaders;
- articulate the value and importance of community building;
- apply a planning framework that uses a community development approach;
- utilize a number of facilitative tools and techniques.

The outcome of these learning objectives will contribute to improving individual and community quality of life and economic wellbeing by:

- accelerating community potential to respond to complex challenges by facilitating capacity, innovation, and transformative change;
- ensure meaningful and responsive policies, programs, services, and initiatives, and;
- applying the community development approach that will engage citizens while encouraging greater system-thinking and shared leadership, responsibility, and accountability.

Module	Outcomes	Learning Objectives
1. **Leadership from the Inside Out:** **Tools for Leadership Development**	• utilize leadership development activities to help oneself and others learn and grow as community leaders • demonstrate leadership by implementing strategies that result in trusted relationships	*Upon completion of this module, the participant will have the resources to be able to:* • assess their personal leadership style • describe community leadership and its importance • explain the relationship of community leadership to collaboration and collective impact • identify community leadership competencies

Module	Outcomes	Learning Objectives
		• apply a community leadership self-assessment tool • describe the importance of left brain/right brain thinking • convey the value of understanding different learning styles • describe the importance of different kinds of intelligence • prioritize their values
2. Embracing the Value and Importance of Community Building	• define successful communities • convey the value of community development as it relates to community based services, quality of life, and global and local trends • apply an asset-based community development approach • embrace strategies for engaging business, government, and non-profit organizations working together	*Upon completion of this module, the participant will be able to:* • describe community, its benefits, characteristics, and importance. • describe social capital, community development, and community building, and its increasing relevance. • articulate the qualities of successful communities. • describe and differentiate strategies used for building community (conflict-driven, expert-driven, community-driven, future-focused).
3. Applying a community development approach (to planning and evaluating relevant community programs, services, events, and initiatives).	• apply an outcome-driven or benefits-based planning framework reflecting a community development approach • apply the appropriate types of plans • prioritize the engagement of citizens in planning and evaluating community initiatives	*Upon completion of this module, the learner will be able to:* • define planning and its importance • describe planning approaches (conflict-driven, expert-driven, community-driven, future-focused) • identify different types of plans • describe the components of a terms of reference • apply a 10 step planning framework that uses a community development approach

What Makes this Workshop a Unique Learning Experience?

Even when we attend training experiences that provide meaningful and relevant learning opportunities and leave with the best of intentions, the reality is that we don't often actually apply the learning.

As a result this workshop will place less emphasis on disseminating information and more on using the time together for deeper and richer interaction and application of the knowledge.

This manual is being provided as resource to assist in reinforcing deeper understanding as well as to share additional tools to assist participants in continuing their own work as community builders.

About The Workshop Facilitator

Brenda Herchmer is the owner and Principal Collaborator of a social enterprise called Campus for Communities as well as a consulting firm called Grassroots Enterprises. Her primary focus is simplifying complex change for aspiring community leaders through the provision of practical coaching, training, and tools.

Brenda has worked for the City of Niagara Falls and taught full time at Niagara College where she also founded and managed the Niagara Centre for Community Leadership.

The Centre was acknowledged by the Association of Canadian Community Colleges as an "exemplary practice in community development" and was a finalist for the prestigious national Peter F. Drucker Innovation Award.

Recently she served as the director of ACE Communities - an initiative of Alberta Recreation and Parks Association - which was responsible for planning initiatives in over 60 rural Alberta communities.

This past year Brenda partnered with the Recreation Associations in Yukon, Northwest Territories, and Nunavut to win the Arctic Inspiration Prize. The $600,000 that came with that prize is supporting the development of leading edge training and certification for community recreation leaders in rural and remote communities.

Brenda is an avid blogger, author of three books, and was acknowledged as a YWCA Woman of Distinction in Training and Education. In 2016 she was also awarded the Brock University Distinguished Graduate Award for the Faculty of Applied Health Sciences and was inducted as an honorary member of the Golden Key International Honour Society.

Recently returning from 8 years in Alberta, Brenda and her family have settled back into Welland, Ontario where they also own a board game cafe called the Leisure Loft and an online kite store.

Interesting in Learning More?

1. Website
    • www.campusforcommunities.com

2. Publications
    • A Planning Toolkit for Community Leaders
    • Leadership for Active, Creative, Engaged Communities
    • Community Building for Recreation Practitioners

3. Contact
    • email: bherchmer@campusforcommunities.ca
    • website: campusforcommunities.ca or brenda.herchmer.net
    • twitter:@brenda_herchmer
    • phone: 289.820.5373
    • facebook.com/brenda.herchmer

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Contact Information

brenda@herchmer.net
website: http://brenda.herchmer.net/
website: http://www.campusforcommunities.com/
twitter: @brenda_herchmer
phone: 289.820.5373
facebook: http://www.facebook.com/brenda.herchmer

MODULE 1

LEADERSHIP FROM THE INSIDE OUT: TOOLS FOR LEADERSHIP DEVELOPMENT

Module Description

Communities get better when their leaders get better. While there is much to celebrate in our communities, there are also challenges that will require the collective effort of many to resolve. An effective community builder will be one who encourages and coaches everyone to lead. While it sounds simple, ultimately it requires an investment in the development of local leaders. The practical tools and resources presented in this module will be ideal for practitioners looking for personal development for staff and volunteers working in a community development capacity.

Learning Objectives

Upon completion of this module, the participant will be able to:
- assess their personal leadership style;
- describe community leadership and its importance;
- explain the relationship of community leadership to collaboration and collective impact;
- identify community leadership competencies;
- apply a community leadership self-assessment tool;
- describe the importance of left brain/right brain thinking;
- convey the value of understanding different learning styles;
- describe the importance of different kinds of intelligence, and;
- prioritize their values.

Module 1 How To Deepen Your Learning

After reading this module, apply the steps below. It also serves as an ideal set of activities for any core leadership team committed to transformational change:

1. Complete *Understanding and Assessing Yourself as a Community Leader*
2. Complete *Understanding Your Leadership Style*
3. Complete *Learning Style Inventory.*
4. Determine whether you are *left or right brained.*
5. Identify your preferred *learning styles* by completing (a) VARK or (b) Felder's Index of Learning Styles.
6. Determine whether you are a *monochromic or polychromic.*
7. Identify your strongest *forms of intelligence.*
8. Prioritize your *values.*

Pulling It All Together
Use the information gathered from your assessments to design a poster, coat of arms, medicine wheel, or infographic that paints a picture of you as a leader. Be sure to convey what you've learned about your strengths and what you do well. If possible include a motto, logo, or quote.

Strong Local Community Leadership Is Essential

Neighbourhoods and communities get stronger when their leaders do.

When local leadership is strong there is an increase in the capacity and resiliency of the community. Residents are more engaged and better prepared not only to respond to stressful situations, but also to be proactive and better equipped to build on their assets and respond to a rapidly changing and increasingly complex world.

This capacity and resiliency serves as a critical foundation for the innovation and responsive initiatives that ultimately lead to individual, social, and economic growth, and improved quality of life.

Additionally, local leadership is stronger, more relevant and responsive when business, government, and the voluntary sector work together for collective impact and comprehensive community transformation. This community building is essential for the collaboration and innovation needed to position communities for the future.

When leaders from business, government, and the voluntary/non-profit/social sector are encouraged and supported to work together, the ultimate results are communities working collaboratively to generate creative solutions for improving quality of life, creating jobs, protecting the environment, strengthening families, providing meaningful and relevant education, supporting healthy and active lifestyles, ensuring safer communities, and becoming more diversity-friendly. All of this occurs within a future-focused context.

Stronger leaders and *working together across sectors* are two simple yet extraordinarily complex concepts requiring a new kind of community leadership—one focused on the holistic approach and system-thinking needed for transformative change grounded in collaboration, community building, and ultimately the responsive and nimble networks, webs, and meshwork required for collective impact and community transformation.

People closest to the problem are more likely to find appropriate and sustainable solutions to the problem. Therefore, equip more citizens with the capacity to lead, and you'll build a thriving community.
—Ian Hill

Of prime importance are leaders who can engage their stakeholders in embracing change and growth and developing and moving toward a vision and plan that will inspire, motivate, and provide direction.

These leaders must understand the challenges and potential within their communities and the importance of working together. Perhaps more importantly will be the need to recognize and build upon the strengths and wisdom held by its citizens.

What Does It Mean To Be A Strong Community Leader?

If it is accepted that good leaders are essential if communities are to grow and develop, what exactly does that mean? What is a community leader and what does it take to be one?

Whether you are staff, a volunteer, elected official, student, business owner, or simply a citizen who cares about their community, how will you know when you become a community leader? What competencies or skills, knowledge, and attitudes do you need? And, how can you continue to grow and develop as a community leader?

Inherent within this focus on local leadership is an understanding that an emphasis needs to be placed on defining, describing, and providing tools, resources, and support for a new and emerging kind of leadership.

Not corporate or business leadership, but instead a kind of leadership that impacts the quality of life for citizens—the community leadership that ensures strong, healthy, and vibrant communities where everyone wants to live, work, and play.

Practitioners working as community developers will need to direct their efforts to helping local citizens build upon, and grow, their skills, knowledge, and attitudes as community leaders.

These competencies fall within six domains (Herchmer, 2011) and include supporting leaders in becoming agents of change; being committed to continuous improvement both for themselves and others; and in being proactive, big picture or system- thinkers. Competencies for community leaders also include being a catalyst for encouraging citizen responsibility and for engaging and cultivating community ownership as well as being advocates for quality of life. Lastly, leaders need to be provided with the training and coaching to ensure effective planning. This would mean utilizing a community development approach to engage others in the process of developing visionary yet pragmatic plans that are an innovative response to real community needs and priorities.

The community leadership capacity of local leaders needs to be supported by community developers through ongoing training, the development of relationships and networks, and peer to peer knowledge transfer. In other words, the community development practitioner plays a key role as they serve in a neutral, hybrid, or situational capacity. This often means supporting local leaders in a neighbourhood or community by serving in a variety of roles that could potentially include that of serving as a motivator, teacher, nurturer, consultant, facilitator, or mentor.

The Three Paths to Active, Creative, and Engaged Neighbourhoods and Communities

Ultimately a key role for any community development practitioner is to (1) coach and support local cohorts of leaders who in turn build trusted relationships and ignite change within their respective communities by (2) initiating citizen-driven *short term projects* or initiatives as well as the (3) *long term planning* that will maximize social and economic development.

Figure 1: Three Paths to Active, Creative, Engaged Communities

Quick Success Short Term Projects

When local leaders work together to ensure the **quick success** of **short term projects** or initiatives, they are also facilitating hope and spirit within the organization, neighbourhood or community. Ultimately they are conveying the sense that anything is possible when people work together. These projects or initiatives can also help stakeholders see the reality of different perspectives so they are able to work with others more effectively, reduce conflict, and create conditions for ongoing learning and growth. The energy and trusted relationships that result can then be used as a catalyst to address other more complex issues in the community.

Successful action gives people lessons in their own power.
–Robert Putnam

Examples of **short term projects** carried out within a neighbourhood or community could include such initiatives as programs, events, festivals, community calendars and directories, community park "makeovers", community gardens, potlucks, community trails, concert series, cultural festivals, healthy communities alliances, movies-in-the-park, neighbour days, websites, blogs, newsletters, playground builds, volunteer initiatives, block parties and barbecues, neighbourhood skating rinks, skateboard parks, beautification projects, facility development etc.

Long Term Community-Driven Planning

Local leaders also need to be supported to ensure **long term planning** related to quality of life and a community-driven and "owned" vision, values, and strategies that reflected a holistic approach to prioritizing and decision-making.

Change is made by a citizen having the power to have vision and to work with others to make the vision come true.
— John McKnight

This collective and citizen-driven vision and values for the organization, neighbourhood, or broader community connects citizens both with a clear direction and purpose and their potential role in contributing to its implementation. As not all citizens may be visionary by nature and able to imagine beyond their existing experiences, this future direction helps the organization, neighbourhood, or community become more innovative by helping them get up and running (imperfections and all), gather feedback, adjust, and grow.

Local leaders can undertake or contribute to long term planning initiatives in a variety of ways. These could include helping to ensure citizen-driven master plans and municipal sustainability plans (MSP's); involvement in planning-related research such as surveys, document reviews; long-term collaboration or partnership efforts that work across silos and bring together groups or sectors that have not worked together in the past; and discussions with elected officials about policy or bylaw changes that foster economic development and quality of life in the community.

You As A Community Leader

In order to understand more about community leadership, the self assessment tool that follows is intended to help individuals explore, assess, and reflect upon their own strengths as well as areas for growth as a community leader.

A community is like a ship; everyone must be prepared to take the helm.
—Henrik Ibsen

While it is intended as a tool for community developers working with local citizens, it is recommended that practitioners also complete the assessment in order to understand their own strengths and potential areas for growth.

It is an assessment that isn't intended to be shared with others but rather used for greater self awareness. As the assessment is completed, one's objectivity and ongoing reflection ensures the potential for not only identifying one's strengths but also their challenges as a community leader.

Additionally, it is important to understand that the most successful community and workplace teams will be those that reflect members having a variety of community leadership competencies.

There's something I know about you that you may not know about yourself. You have within you more resources of energy than have ever been tapped; more talent than has ever been exploited; more strength than has ever been tested; and more to give than you have ever given.
—John Gardner

UNDERSTANDING AND ASSESSING YOURSELF AS A COMMUNITY LEADER

Today's communities face challenges in environments that are continually impacted by forces from the local, regional, provincial, national, and global fronts.

The role of community leaders is more important than ever if we are to ensure future-focused communities able to lever their assets while responding to issues and challenges that are increasingly fast-paced, interconnected, and complex.

But what exactly is a community leader and what does it take to be one?

Whether you are staff, a volunteer, elected official, student, business owner, or simply a citizen who cares about their community, how will you know when you become a community leader? What competencies or skills, knowledge, and attitudes do you need? And, how can you continue to grow and develop as a leader?

In order to understand more about community leadership, this self-assessment tool is intended to help individuals explore, assess, and reflect upon their own strengths and areas for growth as a community leader.

It is an assessment that isn't intended to be shared with others but rather used for greater self awareness. As you complete the assessment, your objectivity and ongoing reflection will ensure you are able to identify your strengths while addressing areas for growth.

Additionally, it is important to understand that the most successful community and workplace teams will be those that reflect members having a variety of community leadership competencies.

Please circle the response that best describes your personal assessment of how you perform each of the six competencies shown below. Please be honest in your assessment. Your evaluation remains anonymous although in some instances there may be interest in sharing the collective results of a group.

Six Competencies Required for Community Leaders

Community Leadership Competencies for Active, Creative, Engaged Communities

Understands, demonstrates, and exerts influence by building the trusting relationships that are a catalyst for transformation.

1 AGENT OF CHANGE

Practices the ongoing personal & professional growth & development that results in innovation.

2 COMMITMENT TO CONTINUOUS IMPROVEMENT

Has the capacity to implement a community development approach to planning.

6 COMMUNITY DEVELOPMENT PRACTICES

Promote programs and initiatives that deliver benefits to the community that will enhance and balance economic development e.g. recreation, parks, sports, arts, culture, and heritage.

5 QUALITY OF LIFE ADVOCACY

3 BIG PICTURE THINKING

Utilizes a proactive, systems thinking/holistic approach.

4 CATALYST FOR CITIZEN RESPONSIBILITY

Places a priority on engaging and cultivating community ownership and responsibility.

Philosophy of Community Development

- A community development approach enhances the quality of life in a community
- People are capable of and have the right to make decisions in their community
- Each person is a source of knowledge, strength, and wisdom
- People are more committed when they are involved
- Building relationships and trust are a priority
- The greater the diversity of the people involved, the greater the potential for innovation
- A community development approach contributes to stronger community leadership

COMPETENCY AREA	INDICATORS TO HELP YOU UNDERSTAND WHAT ENCOMPASSES THIS COMPETENCY.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
1. AGENT OF CHANGE *A Community Leader:* Understands, demonstrates, and exerts influence by building the trusting relationships that are a catalyst for transformation.	1.1. I believe I can make a difference to others, in my community, and the world.	1	2	3	4	5	6	7	8	9	10
	1.2. I can adapt my communication style to meet the needs of others.	1	2	3	4	5	6	7	8	9	10
	1.3. I demonstrate awareness that people learn in a variety of ways.	1	2	3	4	5	6	7	8	9	10
	1.4. I understand there are different kinds of individual intelligence.	1	2	3	4	5	6	7	8	9	10
	1.5. I can facilitate the removal of attitudinal barriers to change.	1	2	3	4	5	6	7	8	9	10
	1.6. I understand the process of change in individuals, organizations, and communities.	1	2	3	4	5	6	7	8	9	10
	1.7. I can apply strategies for building trust.	1	2	3	4	5	6	7	8	9	10
	1.8. I understand political governance at local, regional, provincial, and national levels.	1	2	3	4	5	6	7	8	9	10
	1.9. I nurture positive relationships with elected officials and community and corporate leaders.	1	2	3	4	5	6	7	8	9	10
	1.10. I apply effective media strategies.	1	2	3	4	5	6	7	8	9	10
	1.11. I utilize the power of storytelling.	1	2	3	4	5	6	7	8	9	10
	1.12. I apply appropriate social media strategies.	1	2	3	4	5	6	7	8	9	10
	1.13. I enable groups and organizations to collaborate and achieve	1	2	3	4	5	6	7	8	9	10

COMPETENCY AREA	INDICATORS TO HELP YOU UNDERSTAND WHAT ENCOMPASSES THIS COMPETENCY.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
	synergy.										
	1.14 I apply diverse facilitation models, skills, and techniques.	1	2	3	4	5	6	7	8	9	10
	1.15. I value both fact-based and intuitive knowing.	1	2	3	4	5	6	7	8	9	10
	1.16. I model a commitment to optimism and hope.	1	2	3	4	5	6	7	8	9	10

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
2. Commitment to Continuous Improvement *A Community Leader:* **Practices the ongoing personal & professional growth & development that results in innovation.**	2.1. I actively seek feedback from others regarding my performance.	1	2	3	4	5	6	7	8	9	10
	2.2. I participate in new opportunities to improve and grow.	1	2	3	4	5	6	7	8	9	10
	2.3. I place a priority on scanning for trends, issues, and promising practices.	1	2	3	4	5	6	7	8	9	10
	2.4. I actively seek information, resources, and opportunities that will enhance my knowledge and broaden my perspective.	1	2	3	4	5	6	7	8	9	10
	2.5. I initiate and maintain networks with other practitioners, service providers, and community leaders.	1	2	3	4	5	6	7	8	9	10
	2.6. I am able to present myself using a format which best identifies my brand i.e. skills, knowledge, attributes, and experience.	1	2	3	4	5	6	7	8	9	10
	2.7. I am able to articulate my personal values.	1	2	3	4	5	6	7	8	9	10
	2.8. I model integrity and ethical behavior.	1	2	3	4	5	6	7	8	9	10
	2.9. I understand that my heritage and life experiences can provide me with learning.	1	2	3	4	5	6	7	8	9	10
	2.10. I promote the value of learning for myself and others.	1	2	3	4	5	6	7	8	9	10

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
	2.11. I have life and career goals and a plan for attaining them.	1	2	3	4	5	6	7	8	9	10
	2.12. I have a professional development plan for learning that will enhance the effectiveness of my leadership.	1	2	3	4	5	6	7	8	9	10
	2.13. I participate in opportunities for mentoring.	1	2	3	4	5	6	7	8	9	10
	2.14. I have a healthy life balance and practice self-care.	1	2	3	4	5	6	7	8	9	10
	2.15. I actively participate in professional associations and the acquisition of relevant professional certification.	1	2	3	4	5	6	7	8	9	10
	2.16. I adhere to organizational codes of conduct, core values and professional codes of ethics.	1	2	3	4	5	6	7	8	9	10

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
3. BIG PICTURE THINKING *A Community Leader:* **Utilizes a proactive, systems thinking/holistic approach.**	3.1. I understand the people are interdependent and are involved in symbiotic relationships.	1	2	3	4	5	6	7	8	9	10
	3.2. I can apply strategies for learning about a community, its key stakeholders, and its resources.	1	2	3	4	5	6	7	8	9	10
	3.3. I demonstrate knowledge of the roles and responsibilities of the business, government, and social-profit sectors.	1	2	3	4	5	6	7	8	9	10
	3.4. I demonstrate knowledge of social capital and organizational and community assets i.e. physical, human, financial, environmental.	1	2	3	4	5	6	7	8	9	10
	3.5. I can apply techniques that will generate creative and innovative thinking.	1	2	3	4	5	6	7	8	9	10
	3.6. I nurture social innovation and creative environments.	1	2	3	4	5	6	7	8	9	10
	3.7. I am aware of legislation and policy which could have an impact on my community.	1	2	3	4	5	6	7	8	9	10

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
	3.8. I understand the importance of a community's culture, personality, and brand.	1	2	3	4	5	6	7	8	9	10
	3.9. I facilitate the development of teams and coalitions to work proactively to address common goals.	1	2	3	4	5	6	7	8	9	10
	3.10. I work proactively to develop diverse teams.	1	2	3	4	5	6	7	8	9	10
	3.11. I support collaboration.	1	2	3	4	5	6	7	8	9	10
	3.12. I recognize complexity and help facilitate appropriate processes and systems.	1	2	3	4	5	6	7	8	9	10
	3.13. I practice reflection.	1	2	3	4	5	6	7	8	9	10

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
4. CATALYST FOR CITIZEN RESPONSIBILTY *A Community Leader:* **Places a priority on engaging and cultivating community ownership and responsibility.**	4.1. I believe I have a responsibility to my community.	1	2	3	4	5	6	7	8	9	10
	4.2. I believe that citizens are capable of and have the right to make decisions that affect their community.	1	2	3	4	5	6	7	8	9	10
	4.3. I believe that each person has knowledge, experience, and skills that strengthen a community.	1	2	3	4	5	6	7	8	9	10
	4.4. I can apply a community development approach for my work within the community.	1	2	3	4	5	6	7	8	9	10
	4.5. I actively value and seek diverse viewpoints and perspectives.	1	2	3	4	5	6	7	8	9	10
	4.6. I encourage everyone to contribute to their community.	1	2	3	4	5	6	7	8	9	10
	4.7. I can apply strategies for generating citizen engagement and buy-in.	1	2	3	4	5	6	7	8	9	10
	4.8. I understand the importance of articulating community values.	1	2	3	4	5	6	7	8	9	10

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
	4.9. I am receptive to alternative solutions and foster receptiveness in others.	1	2	3	4	5	6	7	8	9	10
	4.10. I develop relevant and beneficial partnerships and collaborations.	1	2	3	4	5	6	7	8	9	10
	4.11. I implement strategies to facilitate community change.	1	2	3	4	5	6	7	8	9	10
	4.12. I can facilitate consensus building.	1	2	3	4	5	6	7	8	9	10
	4.13. I mobilize human and financial resources.	1	2	3	4	5	6	7	8	9	10
	4.14. I actively support investment in volunteer development.	1	2	3	4	5	6	7	8	9	10
	4.15. I utilize the power of information technology.	1	2	3	4	5	6	7	8	9	10

COMPETENCY AREA	INDICATORS TO HELP YOU UNDERSTAND WHAT ENCOMPASSES THIS COMPETENCY.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
5. QUALITY OF LIFE ADVOCACY *A Community Leader:* **Has the ability to work proactively to promote recreation, parks, sports, arts, culture, community celebrations, and heritage as services that deliver essential**	5.1. I can describe concepts related to individual quality of life.	1	2	3	4	5	6	7	8	9	10
	5.2. I can articulate the importance of investment in community quality of life.	1	2	3	4	5	6	7	8	9	10
	5.3. I can describe approaches to measuring quality of life.	1	2	3	4	5	6	7	8	9	10
	5.4. I can articulate the benefits of services that contribute to quality of life in our community e.g. recreation, parks, sports, arts, culture, heritage, community celebrations.	1	2	3	4	5	6	7	8	9	10
	5.5. I apply knowledge of policy advocacy as relates to community change.	1	2	3	4	5	6	7	8	9	10
	5.6. I collaborate with others to influence public policy.	1	2	3	4	5	6	7	8	9	10
	5.7. I promote the importance of civility and kindness.	1	2	3	4	5	6	7	8	9	10

COMPETENCY AREA	INDICATORS TO HELP YOU UNDERSTAND WHAT ENCOMPASSES THIS COMPETENCY.	1 = I AM NOT AT ALL LIKE THAT	10 = I AM 100% LIKE THAT
benefits to the community.			

Competency Area	Indicators to help you understand what encompasses this competency.	1 = I AM NOT AT ALL LIKE THAT					10 = I AM 100% LIKE THAT				
6. COMMUNITY DEVELOPMENT PLANNING *A Community Leader:* **Has the capacity to implement a community development approach to planning.**	6.1. I can articulate the beliefs and philosophy of community development.	1	2	3	4	5	6	7	8	9	10
	6.2. I promote the importance of planning in the development and implementation of all initiatives.	1	2	3	4	5	6	7	8	9	10
	6.3. I advocate a community development approach to planning as typically the best approach for service delivery (helping people to help themselves).	1	2	3	4	5	6	7	8	9	10
	6.4. I can facilitate the development of various types of plans. i.e. community strategic planning, municipal sustainability plans, master plans, feasibility studies, organizational strategic planning, operational reviews, land-use plans, project plans, event planning, funding proposals.	1	2	3	4	5	6	7	8	9	10
	6.5. I apply a diverse and sophisticated set of facilitation models, skills, and techniques.	1	2	3	4	5	6	7	8	9	10
	6.6. I can apply strategies for igniting and engaging others in the planning process.	1	2	3	4	5	6	7	8	9	10
	6.7. I can implement appropriate research strategies.	1	2	3	4	5	6	7	8	9	10
	6.8. I can apply strategies for measuring both outcomes and process.	1	2	3	4	5	6	7	8	9	10
	6.9. I can apply a variety of facilitative techniques to assist in the development of a vision, purpose, values, outcomes, strategies, budgets, action plans etc.	1	2	3	4	5	6	7	8	9	10

Observations:

Based on the above assessment, my areas of strength as a community leader are:

Based on the above assessment, my areas for growth and development as a community leader are:

Reflections:
What has this exercise told me about my ability as a community leader?

Actions:
What can I do to capitalize on my strengths and strengthen my challenges?

> **Note:** this community leadership assessment tool was developed by Grassroots Enterprises. However it may be copied (without being altered) and used with community groups as long as the source is acknowledged. Feedback and suggestions to bherchmer@campusforcommunities.ca would be valued and appreciated.

Understanding Your Community Leadership Style

Each of us has traits that influence how we perceive the world and make decisions. Knowing our own, as well as those of others, can help us adapt and strengthen the impact of our leadership.

While it is impossible to categorize the entire population, generally people have innate preferences. These preferences were articulated in theories first proposed by Carl Jung in 1923 in his book entitled Psychological Types (1971). Jung suggested there are four principal psychological functions by which we experience the world: sensation, intuition, feeling, and thinking. One of these four functions is dominant most of the time.

Knowledge of our respective naturally occurring differences and specific preferences in how we interpret our experiences, and how these preferences relate to our interests, needs, values and motivation, can greatly enhance our effectiveness as community leaders.

One way to think of this is to think of this in terms of two elements. The first is whether we are *introverted* (private) or *extroverted* (public), and the second is whether or not we are more *task/goal-focused* or *people-focused*.

These elements translate into four leadership and communication styles: **Organizers, Energizers, Researchers**, and **Nurturers**.

None of us is exclusively one style or the other. Instead, we each reflect characteristics of all four.

Organizers (extroverted and task oriented) are fast thinkers who want the bottom line first. While back up information will be important, they'll be looking for the executive summary and an understanding of how this will have a positive impact on the bottom line. Confident, competitive, decisive, and known for taking charge and getting things done, Organizers can be known to intimidate others in a group with their direct, action-oriented style of communication. They won't be afraid to take charge even if it's someone else's show in order to ensure things get done.

Energizers (extroverted and people-oriented) will want to know how an idea or project will position one for the future. Confident, optimistic, and enthusiastic, Energizers care about innovation and being on the leading edge. As a result, they will be interested in new thinking and new ways of doing things. While they like data, they use it to project or connect ideas. While their intensity and enthusiasm may be annoying to some, ultimately their qualities are valued particularly during times of change and upheaval.

Researchers (introverted and task-oriented) are seeking the "facts". Those who reflect the strengths of a Researcher won't be looking for a lot of small talk up front or getting too personal. When working with them, prepare by gathering research that shows the logic in an idea or proposal. They want to know, "How much will it cost? What will I gain? When will it be done?" Researchers are described as being serious and analytical people who thrive on details and discipline. They often prefer to communicate in writing in order to be allowed time to think and reason. While detailed information and documentation will need to be provided, too much data can result in "analysis paralysis" and an ability to move forward. Know that the quiet Researcher will produce excellent results, but may sometimes appear aloof or distant to others.

Nurturers (introverted and people-oriented) will want to know how others feel about the idea. As those who care deeply about relationships with others, these are the team players who can generate support for a new idea and smooth the sometimes rough waters of change. While their informal chatty style may at times appear un-businesslike, they are the ones who will build consensus and get the group working together. When communicating with a nurturer, make time for friendly conversations and let them know you're concerned

about how this might impact people. Also ask for their help to ensure others will see how this will make things better for everyone.

When the ***Understanding Your Community Leadership Style*** assessment tool that follows is being implemented, it is imperative to reinforce that it is impossible to divide the entire population into four leadership styles. As such, it should be taken with a grain of salt. However, it should be presented as an invaluable tool that has the potential to reduce conflict on a team because it reinforces that it is not personal when someone approaches situations differently. It therefore enhances the potential for building a stronger and more diverse team and encouraging participants to suspend judgments about others.

Applying the Community Leadership Style Assessment

- Ask participants to complete their individual assessments and calculate their leadership style following the instructions provide for tallying the totals;
- Reinforce that no one leadership style is best as each has their strengths so "style-bashing" is discouraged;
- If someone has a tie, they should choose the leadership style that feels most like them. However, they should also be warned that they will need to be aware of being influenced by their other leadership styles when working in their group;
- Divide participants into four groups according to their identified leadership style (organizer, energizer, nurturer, researcher). The size of the groups will vary;
- Provide each group with provide flipchart paper and markers;
- The intent is that each group discuss their traits and then teach the other three groups about their particular leadership style;
- Each group will answer and report on the same questions i.e. Agree on five words that describe your strengths, things that might annoy others, how do you prefer to be motivated, preferred roles and tasks etc.
- *All* members will need to *agree* on the word or the answer before it can be added to the report that will be shared with the larger group.

Sample Exercise:
Five words that describe your strengths
Five words that describe your challenges
What motivates you?
What is your ideal role when implementing a new initiative?

UNDERSTANDING YOUR
COMMUNITY LEADERSHIP STYLE

If community leadership is the art of ensuring direction and focus for the energy and talent of others who want to make a difference in their community, then each and every one of us is a community leader and leadership needs to happen at all levels.

Being able to build a dynamic team—a group of individuals capable of pulling smoothly in the same direction—is especially important for community leaders wanting to ensure collective impact and ultimately transformative change. As such, it requires understanding that people are different and, while differences are essential for innovation and change, they can also create tension if the differences aren't understood and valued.

Every successful community development initiative requires a team with a variety of skills and abilities, approaches, and leadership and communication styles. It is important to align staff and volunteers to the tasks at hand but also to ensure a balance of complementary skills and strengths.

This exercise can help you be conscious of, and better understand, not only your own approach to work and interpersonal relationships, but also those of others. It is also intended to enhance motivation, as well as help you gain insights that will reduce complications and frustrations arising from differences. Of course it is not possible to divide the entire population into four leadership styles, so this assessment should be considered a guideline to understanding rather than an exact science.

This exercise focuses on four temperament groups that affect leadership and team styles. These are impacted by whether an individual is more oriented to **people** or to **tasks and goals,** as well as whether a person's temperament is more **extroverted** or outwardly **public**, or **introverted** and **private** by nature.

	People-Focused	Task/Goal-Focused
PUBLIC/EXTROVERTED	ENERGIZER	ORGANIZER
PRIVATE/INTROVERTED	NURTURER	RESEARCHER

STYLE SCORING SHEET A

Check (✔) all of the words that *best* describe *you* in each column. **Check all that apply.**
Be as objective and honest as you can. While your overall totals will eventually be shared, your selection of individual words will not.

Column 1	**Column 2**	**Column 3**	**Column 4**
❑ Adaptable	❑ Assertive	❑ Alert	❑ Altruistic
❑ Adventurous	❑ Capable	❑ Analytical	❑ Balanced
❑ Carefree	❑ Consistent	❑ Astute	❑ Caring
❑ Charismatic	❑ Decisive	❑ Attentive	❑ Comforting
❑ Charming	❑ Dependable	❑ Calm	❑ Compassionate
❑ Cheerful	❑ Diligent	❑ Conceptual	❑ Conscientious
❑ Delightful	❑ Disciplined	❑ Curious	❑ Empathetic
❑ Energetic	❑ Efficient	❑ Detailed	❑ Flexible
❑ Enthusiastic	❑ Faithful	❑ Farsighted	❑ Friendly
❑ Expressive	❑ Hard-working	❑ Honest	❑ Generous
❑ Fun-loving	❑ Knowledgeable	❑ Idealistic	❑ Kind
❑ Funny	❑ Loyal	❑ Independent	❑ Intermediary
❑ Impactful	❑ Moral	❑ Insightful	❑ Open-minded
❑ Impulsive	❑ Neat	❑ Logical	❑ Responsive
❑ Inquisitive	❑ Organized	❑ Methodical	❑ Serene
❑ Inspiring	❑ Persistent	❑ Non-judgmental	❑ Sociable
❑ Optimistic	❑ Practical	❑ Observant	❑ Spiritual
❑ Passionate	❑ Punctual	❑ Perfectionist	❑ Steadfast
❑ Persuasive	❑ Realistic	❑ Precise	❑ Sympathetic
❑ Quick-witted	❑ Reliable	❑ Principled	❑ Tactful
❑ Resourceful	❑ Sensible	❑ Prudent	❑ Tolerant
❑ Spontaneous	❑ Stable	❑ Rational	❑ Trusting
❑ Stimulating	❑ Traditional	❑ Reasonable	❑ Unselfish
TOTAL ✔ 's in Column 1 _____	**TOTAL ✔ 's in Column 2** _____	**TOTAL ✔ 's in Column 3** _____	**TOTAL ✔ 's in Column 4** _____

STYLE SCORING SHEET B

Check (✔) *all* of the words that *best* describe you in each column. *Check all that apply.*
Be as objective and honest as you can. While your overall totals will eventually be shared, your selection of individual words will not.

Column 5	Column 6	Column 7	Column 8
❑ Dreamy	❑ Aloof	❑ Cautious	❑ Casual
❑ Extravagant	❑ Arrogant	❑ Controlling	❑ Defiant
❑ Gullible	❑ Blunt	❑ Critical	❑ Dismissive
❑ Impractical	❑ Certain	❑ Demanding	❑ Dramatic
❑ Indecisive	❑ Condescending	❑ Judgmental	❑ Excitable
❑ Indulgent	❑ Compulsive	❑ Opinionated	❑ Extreme
❑ Ineffective	❑ Critical	❑ Plodding	❑ Flamboyant
❑ Laidback	❑ Demanding	❑ Predictable	❑ Flippant
❑ Modest	❑ Eccentric	❑ Restrained	❑ Haphazard
❑ Muddled	❑ Impartial	❑ Scrupulous	❑ Impetuous
❑ Mushy	❑ Impatient	❑ Self-righteous	❑ Inconsistent
❑ Naïve	❑ Irritating	❑ Serious	❑ Indecisive
❑ Over-emotional	❑ Objective	❑ Single-minded	❑ Messy
❑ Permissive	❑ Painstaking	❑ Steadfast	❑ Rebellious
❑ Placid	❑ Persistent	❑ Straightforward	❑ Scattered
❑ Self-deprecating	❑ Pessimistic	❑ Stubborn	❑ Thoughtless
❑ Smothering	❑ Rigid	❑ Tenacious	❑ Turbulent
❑ Unobtrusive	❑ Unbiased	❑ Traditional	❑ Undisciplined
❑ Unpretentious	❑ Unemotional	❑ Unforgiving	❑ Unthinking
❑ Unrealistic	❑ Unmindful	❑ Unimaginative	❑ Untrustworthy
❑ Unsophisticated	❑ Condescending	❑ Unyielding	❑ Volatile
TOTAL ✔'s in Column 5 _____	**TOTAL ✔'s in Column 6** _____	**TOTAL ✔'s in Column 7** _____	**TOTAL ✔'s in Column 8** _____

SO WHAT IS *YOUR* COMMUNITY LEADERSHIP STYLE?

FINDING YOUR STYLE: Bring your totals forward from the previous two pages and record below.

Column A	Column B	Column C	Column D
TOTAL ✔'s in Column 1 _____	TOTAL ✔'s in Column 2 _____	TOTAL ✔'s in Column 3 _____	TOTAL ✔'s in Column 4 _____
TOTAL ✔'s in Column 8 _____	TOTAL ✔'s in Column 7 _____	TOTAL ✔'s in Column 6 _____	TOTAL ✔'s in Column 5 _____
TOTAL ✔'s in Column 1 + 8 _____	TOTAL ✔'s in Column 2 + 7 _____	TOTAL ✔'s in Column 3 + 6 _____	TOTAL ✔'s in Column 4 + 5 _____

My Total from:	Predominate Style	My Ranking (i.e. 1, 2, 3, 4)	Dominant Style (strength)
Column A _____	**ENERGIZER**		
Column B _____	**ORGANIZER**		
Column C _____	**RESEARCHER**		**Recessive Style** (area for growth)
Column D _____	**NURTURER**		

THE ENERGIZER

Energizers are charismatic, buoyant and energetic, and enjoy living life. They are open to new ideas and invitational to people. **Energizers** work best with clear, short-term goals, tangible outcomes and immediate rewards. These are people who approach tasks and projects with great enthusiasm. They will demand the freedom to work on their own, or volunteer to lead. **Energizers** enjoy challenge and competition and seek excitement.

Energizers have a hearty nature, and can be great storytellers. They are never short of friends and are genuinely empathetic to others' problems and joys. **Energizers** enjoy being around people, and prefer crowds to solitude. They tend to be the life of the party, and are never at a loss for words.

Energizers make excellent salespeople, teachers, conversationalists, actors, public speakers and project leaders.

Energizers are people-oriented extroverts:

STRENGTHS	CHALLENGES
✔ enthusiastic	✔ unreliable and flighty
✔ youthful	✔ immature; attention-seeking
✔ charismatic	✔ hyperactive
✔ honest and sincere	✔ non-confrontational
✔ quick learners	✔ intolerant of authority or rules
✔ sociable	✔ manipulative

THE ORGANIZER

Organizers typically are dynamos. They are action-oriented, strong-willed people who always seem to get a lot accomplished in a short time. At the same time, **Organizers** have endless ideas, plans and ambitions. And, they are also capable of keen insights, practical decisions and sound judgment. **Organizers** place high regard on traditions, hierarchy, and clearly defined roles and expectations.

Despite a well-organized mind, **Organizers** are not given to analysis, but more inclined to quick, seemingly intuitive appraisals. **Organizers** are attentive to detail, enjoy routines and systems, and appreciate tangible rewards and recognition. While they are usually the first to say thank you to others, they are also usually the first to notice if a protocol or formality has been breached.

Organizers make excellent generals, executives, idea people, and producers. They are also renowned dictators and famous criminals.

Organizers are task-oriented extroverts:

STRENGTHS	CHALLENGES
✔ authoritative	✔ rigid, and slaves to rules
✔ attentive to detail	✔ reactive (not proactive)
✔ self-confident	✔ arrogant
✔ methodical and reliable	✔ dislike non-conformity
✔ persistent	✔ unyielding
✔ thorough	✔ see things in black and white

THE RESEARCHER

Researchers are conceptual and independent. They seek knowledge and understanding and like to solve problems or deal with that which is innovative by exploring ideas or developing models. **Researchers** have exceptional analytical abilities, are self-sacrificing, gifted, and often perfectionists. They are able to easily foresee a project or proposal's potential obstacles and hidden dangers; on the other hand this can create a reluctance to undertake new initiatives.

In relationships, their heads often rule their hearts. Because repetition is painful it seems unnecessary to continuously restate or express how one feels. **Researchers** are often impatient with drill and routine and question authority.

As friends, **Researchers** are loyal. When meeting people, however, their tendency is to wait to be introduced rather than making the first approach.

Researchers enjoy having clear expectations and stated project outcomes, but enjoy being given room to figure out how to accomplish goals.

Researchers enjoy complicated puzzles, and compliments about their intelligence; recognition, if warranted, should be sincere and without "hoopla".

Many of the world's great geniuses, painters, musicians and scientists are **Researchers.**

Researchers are task-oriented introverts:

STRENGTHS	CHALLENGES
✓ analytical	✓ dull and academic
✓ produce quality work	✓ aloof
✓ conceptual	✓ intolerant of incompetence
✓ thorough	✓ compulsive workers
✓ methodical	✓ stubborn
✓ independent	✓ patronizing
✓ steadfast	✓ perfectionist

THE NURTURER

For **Nurturers,** life is generally a happy, calm experience. **Nurturers** have a high tolerance for almost everything, and seldom explode or show extremes of anger or happiness. **Nurturers** may look placid, however, but they feel much more emotion than they show to the world.

Nurturers appreciate frequent notice of their contributions and performance; they also work best with clearly stated expectations and identified rewards for achievement—whether individual or group. Communicate with **Nurturers** in terms of feelings and values: "I care about what you think and how you feel."

Nurturers have an appreciation for the finer things in life. They are sociable, enjoy the company of others, and sustain a large circle of friends. **Nurturers** have a natural, dry sense of humour. They are usually good listeners, non-competitive, and willing to take direction. **Nurturers** value close, long-lasting relationships. They respect effective leadership, and are happier building someone else's design than creating their own.

Nurturers generally ask "why" questions: they really do want to know the answers! Psychiatrists and counselors, and people who enjoy working in the helping professions, are typically **Nurturers.**

Nurturers are people-oriented introverts:

STRENGTHS	CHALLENGES
✔ honesty and sincerity	✔ impractical / dreamy

- trusting and helpful
- dislike hypocrisy
- open to suggestion
- modest
- loyal
- flexible and willing

- gullible
- duty-bound
- self-deprecating
- dislike unfairness
- condemn injustice
- indecisive

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The Importance Of Personal Learning Styles

The Learning Style Inventory is another tool a community leader can use to understand their personal learning style as well as those of others. This will be key in terms of how to convey new information as well as for providing support for learning and change.

Our learning styles are second nature, and we are often unaware of how we approach problem solving. Our learning becomes a way of knowing that is largely influenced by our past experiences. The Learning Style Inventory is one tool a community leader can use to understand their personal learning style as well as those of others. It is especially important for community leaders to understand because one's typical instinct is to teach or coach based on our own preferred styles of learning.

Although each of us may have a dominant learning style, it is important to remember that a learning style describes how we learn, not how well we learn. No particular style is intrinsically better or worse than another—only different. Understanding the commonalties and differences between your learning style and those you are working with may be useful in communicating more effectively. It can also give you an idea of your strengths and where you can grow.

The table below provides an overview of the four learning styles developed by Kolb (1984)—*diverging, assimilating, converging*, and *accommodating*. Additional information is included in the Learning Style Inventory tool that follows.

Figure 2. Description of Learning Styles

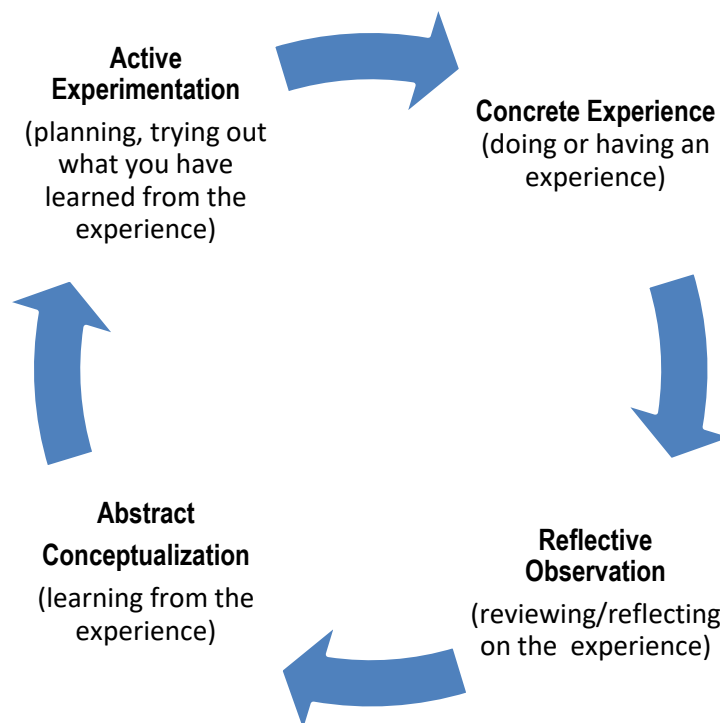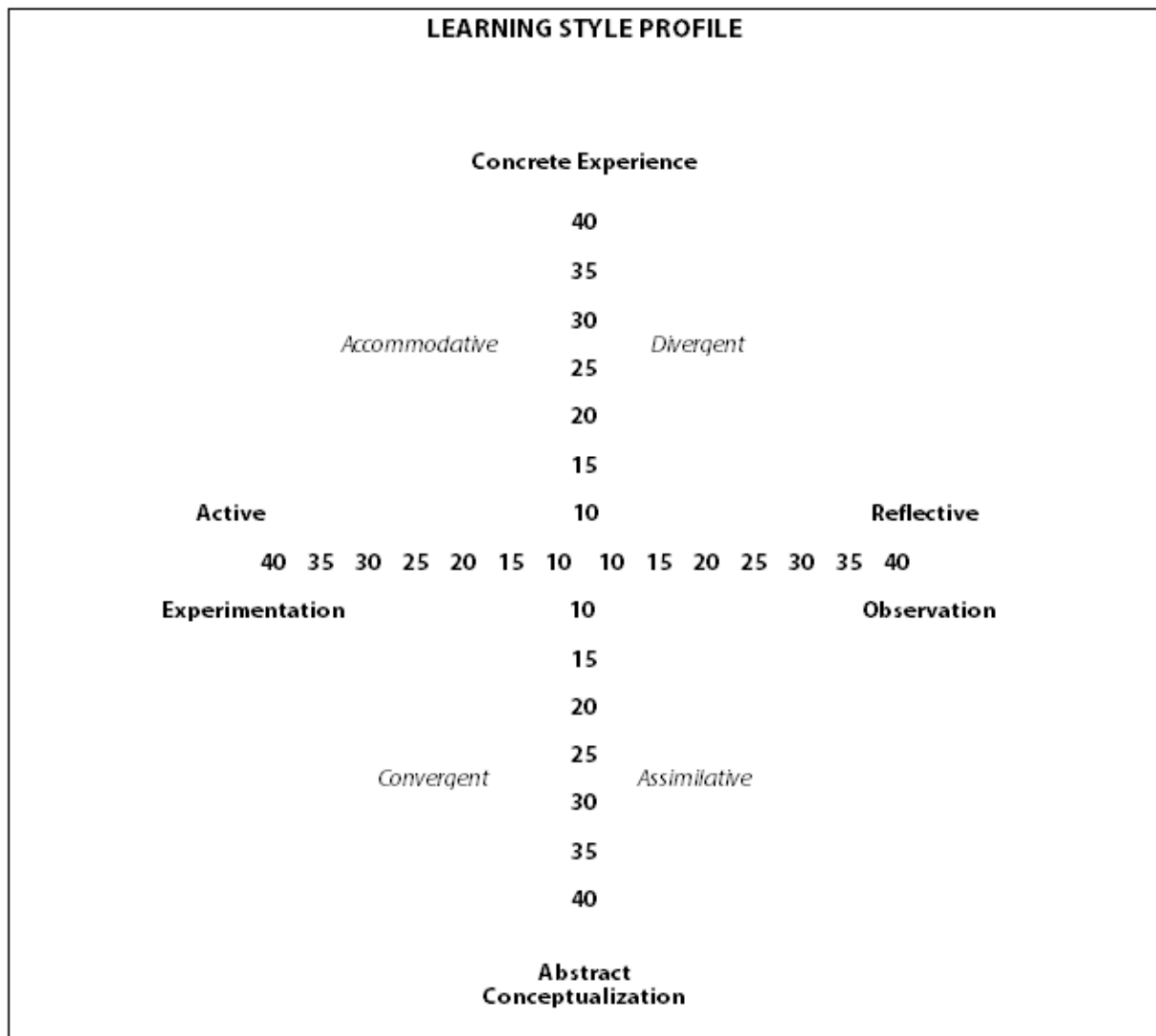|	Diverging	Assimilating	Converging	Accommodating
Personality	introverted feeling	introverted intuitive	extraverted thinking	extraverted sensation
Learning Abilities	concrete experience reflective observation	abstract conceptualization reflective observation	abstract conceptualization active experimentation	concrete experience active experimentation
Strengths	imaginative ability and awareness of meaning and values generation of alternative ideas and implications	inductive reasoning ability to create theoretical models and integrated explanations	problem solving decision-making practical application of ideas	action doing things risk taking carrying out plans and tasks getting involved in new experiences
Types of Careers	social services arts	sciences research	engineering medicine technology	sales social service education

The Learning Style Inventory

The Learning Style Inventory is derived from an experiential theory and model of learning developed by Kolb (1984) and based on the contributions of John Dewey, Kurt Lewin, and Jean Piaget.

It is a practical self-assessment instrument that can help one assess their unique learning styles as it explains our preferred approach to learning in everyday life.

The Model
In Kolb's experiential learning style theory, learning is viewed as a four stage cycle as seen below.

Concrete Experiences are followed by *Reflective Observations* that lead to the formulation of *Abstract Concepts and Generalizations* that lead to *Active Experimentation* to apply and test the learnings that have been developed.

Active Experimentation
(planning, trying out what you have learned from the experience)

Concrete Experience
(doing or having an experience)

Abstract Conceptualization
(learning from the experience)

Reflective Observation
(reviewing/reflecting on the experience)

Description of Learning Styles

	Diverging	Assimilating	Converging	Accommodating
Personality	introverted feeling	introverted intuitive	extraverted thinking	extraverted sensation
Learning Abilities	concrete experience reflective observation	abstract conceptualization reflective observation	abstract conceptualization active experimentation	concrete experience active experimentation
Strengths	imaginative ability and awareness of meaning and values	inductive reasoning ability to create theoretical models and integrated explanations	problem solving decision-making practical application of ideas	action doing things risk taking carrying out plans and tasks

	Diverging	Assimilating	Converging	Accommodating
	generation of alternative ideas and implications			getting involved in new experiences
Types of Careers	social services arts	sciences research	engineering medicine technology	sales social service education

The Learning Style Inventory

Instructions: As you complete the Learning Style Inventory it is important to remember there are no right or wrong answers. The Inventory will provide you with an idea of *how* you learn; it does not evaluate your learning ability.

Rank order each set of four words (going across) in the 10 items listed below. Assign a 4 to the word which *best* characterizes your learning style, a 3 to the next best, a 2 to the next, and a 1 to the *least* characteristic word. Assign a different number to each of the four words. You must use the numbers 4, 3, 2, and 1 so there can be no "ties".

	_____ involved	_____ tentative	_____ discriminating	_____ practical
	_____ receptive	_____ impartial	_____ analytical	_____ relevant
	_____ feeling	_____ watching	_____ thinking	_____ doing
	_____ accepting	_____ aware	_____ evaluating	_____ risk-taker
	_____ intuitive	_____ questioning	_____ logical	_____ productive
	_____ concrete	_____ observing	_____ abstract	_____ active
	_____ present-oriented	_____ reflecting	_____ future-oriented	_____ practical
	_____ open to new experiences	_____ perceptive	_____ intelligent	_____ competent
	_____ experience	_____ observation	_____ conceptualization	_____ experimentation
	_____ intense	_____ reserve	_____ rational	_____ responsible
(sub totals for scoring)	**Concrete Experience** _____ (CE)	**Reflective Observation** _____ (RO)	**Abstract Conceptualization** _____ (AC)	**Active Experimentation** _____ (AE)

Total the rank numbers you have given to the ten words in each of the four columns (add all of your scores going down). The sum of the first column gives you your score on **CE: Concrete Experience**; the second column gives you your score on **RO: Reflective Observation**; your score on the third column is for **AC: Abstract Conceptualization**; and the fourth column is your score on **AE: Active Experimentation**.

Transfer each of your scores to the Learning Style Profile below by placing a mark by the number you score on each of the four dimensions. Connect these four marks with straight lines to create a kite-like shape.

LEARNING STYLE PROFILE

Concrete Experience

```
                              40
                              35
                              30
        Accommodative                  Divergent
                              25
                              20
                              15
Active                        10                    Reflective
    40  35  30  25  20  15  10   10  15  20  25  30  35  40
Experimentation               10                    Observation
                              15
                              20
                              25
        Convergent                    Assimilative
                              30
                              35
                              40
```

Abstract Conceptualization

Interpretation:

Your *individual scores* provide you with a measure of the relative emphasis you give to each of the four different learning modes. Kolb (1984) defines each mode as follows:

Concrete Experience (CE): A CE orientation focuses on being involved in experiences and dealing with immediate human situations in a personal way. It emphasizes feeling more than thinking; a concern with the

uniqueness and complexity of present reality over theories and generalizations; and an intuitive, "artistic" approach over a systematic, scientific approach to problems.

Reflective Observation (RO): An RO orientation focuses on understanding the meaning of ideas and situations by carefully observing and describing them. It emphasizes reflection and understanding over action and practical application; a concern with what is true or how things happen over what will work.

Abstract Conceptualization (AC): An AC orientation focuses on using logic, ideas, and concepts. It emphasizes thinking rather than feeling; a concern with building general theories rather than intuitively understanding unique, specific areas; a scientific more than an artistic approach to problems.

Active Experimentation (AE): An AE orientation focuses on actively influencing people and changing situations. It emphasizes practical applications as distinct from reflective understanding; a pragmatic concern with what works rather than with what is absolute truth; an emphasis on doing, more than observing.

Basic Strengths of Each Learning Style (Jay, 2005)
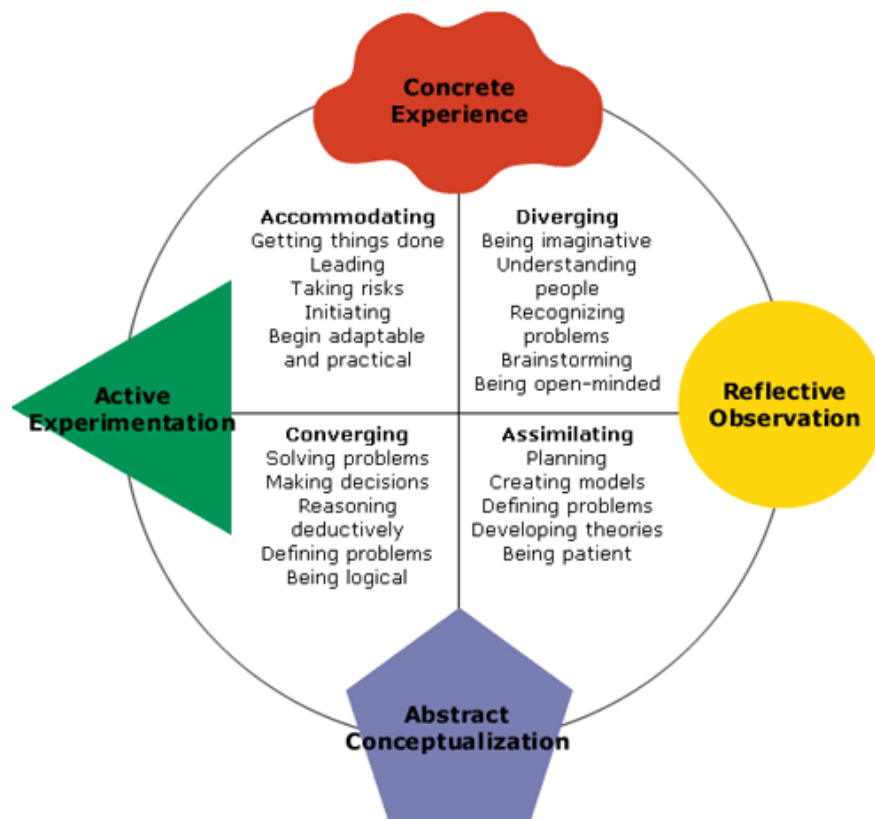
Your **dominant learning style**, how you resolve the tensions between conceptualizations and experience, and between action and reflection, is determined by locating the quadrant with the largest enclosed space on your Learning Style Profile. The quadrant is labeled on the Learning Style Inventory in italics.

Kolb (1984) describes the characteristics of each style based on both research and clinical observation.

Convergent: The convergent learning style relies primarily on the dominant learning abilities of abstract conceptualization and active experimentation. The greatest strength of this approach lies in problem solving, decision-making, and the practical application of ideas. The style works best in situations where there is a single correct answer or solution to a question or problem. The style suggests a preference for task accomplishment or productivity rather than for more socio-emotional experiences.

Divergent: The divergent learning style has the opposite learning strengths from the convergent. It emphasizes concrete experience and reflective observation. Its greatest strength lies in imaginative ability and awareness of meaning and values. The primary adaptive ability of divergence is to view concrete situations from many perspectives and to organize many relationships into a meaningful "gestalt." The emphasis in this orientation is on adaptation by observation rather than action. It is called divergent because it works best in situations that call for generation of alternative ideas and implications, such as a "brainstorming" idea session. The style suggests a preference for socio-emotional experiences over task accomplishment.

Assimilative: In assimilation, the dominant learning abilities are abstract conceptualization and reflective observation. The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models, in assimilating disparate observations into an integrated explanation. As in convergence, this orientation is focused less on socio-emotional interactions and more on ideas and abstract concepts. Ideas are valued more for being logically sound and precise than for their practical values. It is more important that the theory be logically sound and precise.

Accommodative: The accommodative learning style has the opposite strengths from assimilation, emphasizing concrete experience and active experimentation. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk taking, and action. This style is called accommodative because it is best suited for those situations where one must adapt oneself to changing immediate circumstances. In situations where the theory or plans do not fit the facts, those with an accommodative style will most likely discard the plan or theory.

Although each of us *may* have a dominant learning style it is important to remember that a learning style describes how we learn, not how well we learn. No particular style is intrinsically better or worse than another — only different. Understanding the commonalties and differences between your learning style and those you are working with may be useful in communicating more effectively. It can also give you an idea of your strengths and where you can grow.

Left And Right Brained Thinking And Its Importance In Community Leadership

The reality is that everyone has an inborn thinking style. The concept of right brain or holistic and left brain or analytic thinking developed from research in the late 1960s of American psychobiologist Roger W. Sperry (Bogen, 1999).

Analytics are those who tend to use their left brain hemisphere. Typically, these people enjoy logic, order, facts, and details. Theirs is a black and white world where sequential steps are followed and the present and past is important. For them it is primarily about *what* is said not *how* it is said.

Strong **holistics** or right brain processors tend to be more artistic, creative, big picture thinkers, and much more about feelings than facts. For them it won't be about what is said but how it is said. Unlike the analytics or left brain thinkers who tend to dive immediately into the details, holistics need to have the overall picture before the facts can make sense. They need to understand why something is important before the data can be assembled. However, they are also more impetuous risk-takers who think more about the present and the future.

In working with community leaders, it often works to describe the differences between left and right brained thinking as the difference between thinking about the *trees* versus thinking about the entire *forest*.

Figure 3. Analytic Thinking Compared to Holistic Thinking

Left Brain Thinking

Right Brain Thinking

There is of course no right or wrong way of thinking as both are essential for community leadership, however, anecdotal evidence suggests this difference is often the greatest source of conflict when people are working together to implement change.

The left brain or tree thinkers are often focused on specific projects and the urgency of doing something to move forward, whereas the right brain brained or forest thinkers are more concerned about applying a more holistic approach that focuses on building on assets while addressing underlying causes of issues and challenges.

Individuals who are predisposed to more equally balanced processes can play a key role in interpreting between the often diametrically opposed thinking of forest and tree thinkers.

The internet provides a variety of tools to assist one in determining their thinking styles. They range from the more simplistic i.e. search for *spinning dancer* to see whether you see her spinning clockwise (right-brained) or counter clockwise (left-brained) or both (more equally balanced). There are also a number of written quizzes that the user can complete and have assessed online.

How Left Brain And Right Brain Thinking Impacts Learning

It is also important for community leaders to understand that left brain thinkers learn quite differently from right brainers. Analytics with a left brain style of processing, learn sequentially, building details into their understanding. They often prefer a quiet place to learn, bright light, formal seating, and continuing uninterrupted until their task is complete.

On the other hand, until they understand the concept, holistics or right brainers will find it difficult to focus on the details. And, unlike left brainers who are often easily distracted, right-brainers can work quite comfortably in an environment that has music playing and people talking and walking around. They are also often the ones who work on many things simultaneously, unlike the left-brainers who more typically prefer staying focused on one thing from start to finish. Right brainers often struggle in traditional educational settings as analytical teaching methods are often stressed.
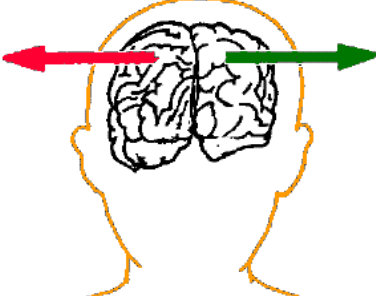
In a situation where teaching or coaching is required, a community leader will ideally instruct using a variety of methods. While it is challenging to teach using a style that is diametrically opposed to one's own, community leaders are often in a position where they need to facilitate learning among holistics as well as analytics.

Accommodating holistics will require providing an overview of the concept and an explanation of the purpose of the learning. The time of day will need to be considered for intense learning as mornings aren't always the best for right brainers. Hands-on activities, and variety rather than routines and patterns will be more effective as will role play, games, quizzes, and panel discussions. Allowing participants to discover facts rather than having them recited is more effective, and positive feedback is good even for small achievements. It is also essential that for right brainers sitting still may be more difficult.

Accommodating analytics will require allowing time for them to work alone without a lot of distraction. Time for reading independently and incorporating research will also be important. As sequence and order is appreciated, outlines are important. Left brainers will enjoy listening to an expert speak and will often take notes while doing so.

The table below provides a summary of left and right brained thinking.

Figure 4. Summary of Thinking Styles

LEFT BRAIN / ANALYTIC (Tree Thinking)	RIGHT BRAIN / HOLISTIC (Forest Thinking)
uses logic	uses feelings
detail oriented	"big picture" oriented
facts rule	imagination rules
words and language	symbols and images
focused on present and past	focused on present and future
math and science	philosophy and religion
acknowledges order/ pattern perception	can "get it" (i.e. meaning)
reality based	believes
forms strategies	appreciates spatial perception
practical	presents possibilities
safe	impetuous/risk taking

Preferred Learning Styles: The VARK Modalities

In addition to understanding analytics and holistics and what that means for learning, it is also important for community leaders to understand that people do not learn the same and have different ways of responding to and using information. As a community leader, it is essential to adopt a variety of styles in order to accommodate and include everyone.

While a fair bit of research has been done and there are a variety of instruments that can be used to determine an individual's learning style, there is not universal agreement that any one of them is totally accurate.

However, even if there is agreement that you can't really divide the entire population into distinct learning categories, the tools do convey an understanding that people learn in different ways. While no one falls neatly into any one category, it is also important to understand we can't make assumptions. Also, even if we prefer one style, it doesn't mean the other styles don't do us any good as we are all capable of learning in different ways.

The most popular model, likely because it is so simplistic, is VARK.

The acronym VARK stands for *Visual, Aural, Read/write, and Kinesthetic* sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seemed to reflect the experiences of the students and teachers. Although there is some overlap between them they are defined as follows. [i]

Visual (V)

This preference includes the depiction of information in maps, infographics, spider diagrams, charts, graphs, flow charts, labeled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words. This mode could have been called Graphic (G) as that better explains what it covers. It does not include still pictures or photographs of reality, movies, videos or PowerPoint. It does include designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information. A whiteboard used to draw a diagram with meaningful symbols for the relationship between different things will be helpful for those with a Visual preference. It must be more than mere words in boxes although that would be helpful to those who have a Read/write preference.

Aural / Auditory (A)

This perceptual mode describes a preference for information that is *"heard or spoken."* Learners who have this as their main preference report that they learn best from lectures, group discussion, podcasts, radio, email, using mobile phones, speaking, web-chat and talking things through. Email is included here because; although it is text and could be included in the Read/write category (below), it is often written in chat-style with abbreviations, colloquial terms, slang and non-formal language. The Aural preference includes talking out loud as well as talking to oneself. Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered question. They have a need to say it themselves and often through by saying it their way.

Read/Write (R)

This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates. This preference emphasizes text-based input and output - reading and writing in all its forms

but especially manuals, reports, essays and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words, words, words. Note that most PowerPoint presentations and the Internet, Google and Wikipedia are essentially suited to those with this preference as there is seldom an auditory channel or a presentation that uses Visual symbols.

Kinesthetic (K)

By definition, this modality refers to the "perceptual preference related to the use of experience and practice (simulated or real)." Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice or simulation" (Fleming & Mills, 1992, pp. 140-141). It includes demonstrations, simulations, videos and movies of *"real"* things, as well as case studies, practice and applications. The key is the reality or concrete nature of the example. If it can be grasped, held, tasted, or felt it will probably be included. People with this as a strong preference learn from the experience of doing something and they value their own background of experiences and less so, the experiences of others. It is possible to write or speak Kinaesthetically if the topic is strongly based in reality. An assignment that requires the details of who will do *what* and *when*, is suited to those with this preference, as is a case study or a working example of what is intended or proposed.

What about Mixtures? Multimodality (MM):

Life is multimodal. There are seldom instances where one mode is used, or is sufficient, so that is why there is a four-part VARK profile. That is why the VARK questionnaire provides four scores and also why there are mixtures of those four modes. Those who do not have a standout mode with one preference score well above other scores are defined as multimodal.

They are of two types. There are those who are flexible in their communication preferences and who switch from mode to mode depending on what they are working with. They are context specific. They choose a single mode to suit the occasion or situation. If they have to deal with legalities, they will apply their read/write preference. If they are to watch the demonstration of a technique they will be expressing their Kinesthetic preference. They are described as *VARK Type One*? They may have two, three or four almost-equal preferences in their VARK scores. There are others who are not satisfied until they have had input (or output) in all of their preferred modes. They take longer to gather information from each mode and, as a result, they often have a deeper and broader understanding. They may be seen as procrastinators or slow-deliverers but some may be merely gathering all the information before acting - and their decision making and learning may be better because of that breadth of understanding. They are described as *VARK Type Two*.

The assessment below can be used by the community leader with themselves and others to determine learning styles.

Figure 5. The VARK Questionnaire

VARK
visual aural read/write kinesthetic

The VARK Questionnaire (Version 7.2)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   - a. go with her.
   - b. tell her the directions.
   - c. write down the directions.
   - d. draw, or show her a map, or give her a map.

2. You are not sure whether a word should be spelled `dependent' or `dependant'. You would:
   - a. see the words in your mind and choose by the way they look.
   - b. think about how each word sounds and choose one.
   - c. find it online or in a dictionary.
   - d. write both words down and choose one.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   - a. describe some of the highlights they will experience.
   - b. use a map to show them the places.
   - c. give them a copy of the printed itinerary.
   - d. phone, text or email them.

4. You are going to cook something as a special treat. You would:
   - a. cook something you know without the need for instructions.
   - b. ask friends for suggestions.
   - c. look on the Internet or in some cookbooks for ideas from the pictures.
   - d. use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   - a. talk about, or arrange a talk for them about parks or wildlife reserves.
   - b. show them maps and internet pictures.
   - c. take them to a park or wildlife reserve and walk with them.
   - d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   - a. Trying or testing it.
   - b. Reading the details or checking its features online.
   - c. It is a modern design and looks good.
   - d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:
   - a. watching a demonstration.
   - b. listening to somebody explaining it and asking questions.
   - c. diagrams, maps, and charts - visual clues.
   - d. written instructions – e.g. a manual or book.

8. You have a problem with your heart. You would prefer that the doctor:
   a. gave you a something to read to explain what was wrong.
   b. used a plastic model to show what was wrong.
   c. described what was wrong.
   d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:
   a. read the written instructions that came with the program.
   b. talk with people who know about the program.
   c. use the controls or keyboard.
   d. follow the diagrams in the book that came with it.

10. I like websites that have:
    a. things I can click on, shift or try.
    b. interesting design and visual features.
    c. interesting written descriptions, lists and explanations.
    d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
    a. The way it looks is appealing.
    b. Quickly reading parts of it.
    c. A friend talks about it and recommends it.
    d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
    a. a chance to ask questions and talk about the camera and its features.
    b. clear written instructions with lists and bullet points about what to do.
    c. diagrams showing the camera and what each part does.
    d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:
    a. demonstrations, models or practical sessions.
    b. question and answer, talk, group discussion, or guest speakers.
    c. handouts, books, or readings.
    d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:
    a. using examples from what you have done.
    b. using a written description of your results.
    c. from somebody who talks it through with you.
    d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:
    a. choose something that you have had there before.
    b. listen to the waiter or ask friends to recommend choices.
    c. choose from the descriptions in the menu.
    d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:
    a. make diagrams or get graphs to help explain things.
    b. write a few key words and practice saying your speech over and over.
    c. write out your speech and learn from reading it over several times.
    d. gather many examples and stories to make the talk real and practical.

VARK

visual aural read/write kinesthetic

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of **V**s circled =

Total number of **A**s circled =

Total number of **R**s circled =

Total number of **K**s circled =

In addition to the VARK Questionnaire, Felder's Index on Learning Styles may want to be considered (1988). The model was originally formulated by Dr. Felder in collaboration with Dr. Linda K. Silverman, an educational psychologist, for use by college instructors and students.

The *Index of Learning Styles* is an on-line instrument used to assess preferences on four dimensions— active/reflective; sensing/intuitive; visual/verbal; and sequential/global. It acknowledges that we have preferences for taking in and processing information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts.

It also reinforces that how we teach or convey ideas as leaders may vary. For example, some may lecture, others guide or coach self-learning; some focus on principles and others on applications; some emphasize memory and others understanding. However, since the learning styles of others may not always match our own, it will be important for leaders to ensure a variety of styles are accommodated in their delivery.

The Index of Learning Styles self-scoring questionnaire for assessing preferences can be found at this link: http://www.engr.ncsu.edu/learningstyles/ilsweb.html.

While a graphic summarizing the four preferences is included below, a four-page handout that provides more detail can be found here: http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm.

Figure 6. Index of Learning Styles

• Active learners learn by direct interaction with the material; prefer group communication
• Reflective learners like to think about the material; prefer individual or very small group communication.

Active or Reflective

• Visual learners are better able to remember images they have seen (charts, graphs, pictures)
• Verbal learners are better able to remember written or spoken words

Visual or Verbal

• Sensing learners are detail-oriented and practical with a preference for concrete facts and real world applications
• Intuitive learners have a creative disposition and are drawn to the theoretical and abstract

Sensing or Intuitive

Sequential or Global

Sequential learners prefer learning linearly, with logical steps
• Global learners prefer a holistic approach and seem to learn almost randomly by fitting pieces together into a big picture

Monochronic vs Polychronic

Edward Hall in his book called The Silent Language presented the premise that people are either monochrons or polychrons. Whereas monochrons value rules, deadlines, and schedules, polychrons are more likely to be more creative and free-spirited friends.

Monochronic people are also more likely to do one thing at a time, concentrate on the job at hand, adhere to plans and rules, emphasize promptness, and focus on short term relationships.

Polychronic people are different in that they are able to do many things at once, are committed to people and human relationships, change plans often and easily, and have a strong tendency to build life time relationships.

Why is knowing whether you are monochronic or polychronic important?

The cultures within which we live and work have a tendency to be either monochronic or polychronic. As such it will be much easier to understand each other as well as how one fits or doesn't fit into one's work or community culture.

Our western culture has been pretty much monochronic since the Industrial Revolution when tasks, linear sequences, and showing up on time became more important. Even our educational system was designed with a monochronic emphasis in order to create reliable workers who were able to focus on the task and adhere to the rules.

Activities are structured and scheduled in a linear fashion, based on logic, order, punctuality, efficiency of implementation, and economic return.

As a result, polychronic people who prefer a more organic, fluid and less structured approach where relationships, alternatives, and opportunities are more of a priority will have more of a struggle fitting in.

While today the needs of our hyper-connected and fast-changing world are much more conducive to a polychronic culture and people, we too often seem to be trying to hold on to a monochronic way of thinking.

Anyone who is wired to be polychronic will tell you that simply creates more stress because society seems to think the quirkiness of a polychronic can be lectured and controlled out of existence.

Bottom line is that understanding the differences between polychronic and monochronic is crucial for understanding one another as well as what's needed if we are to ensure we become communities of the future.

The table below provides a summary of the two types however if you're not sure which tendency best describes you, a self test can be found at this link:
http://www.oeconsortium.org/courses/view/99f3850ca893c79f2dc9c7256ed33ce4/

Monochronic People	Polychronic People
do one thing at a time	do many things at once
concentrate on the job	are highly distractible and subject to interruptions
take time commitments (deadlines, schedules) seriously	consider an objective to be achieved, if possible
are low-context and need information	are high-context and already have information
committed to the job	are committed to people and human relationships
adhere religiously to plans	change plans often and easily
are concerned about not disturbing others; follow rules of privacy and consideration	are more concerned with those who are closely related than with privacy
show great respect for private property; seldom borrow or lend	borrow and lend things often and easily
emphasize promptness	base promptness on the relationship
are accustomed to short-term relationships	have strong tendency to build lifetime relationships

Valuing Different Kinds Of Individual Intelligence

According to the theories advanced by Dr. Howard Gardner of Harvard University people are often smart in different ways. His publication entitled Theory of Multiple Intelligences (1983) presented the idea that human beings possess not just a single intelligence (often called by psychologists "g" for general intelligence). Rather, as a species we human beings are better described as having a set of relatively independent intelligences.

As community leaders, this is an important concept to understand if all assets are to be leveraged and focused on becoming stronger, healthier, and more vibrant communities.

Rather than a single, generalized intelligence that can be described by an IQ score, Gardner believes we have multiple intelligences (MISs). He now believes there are nine different types of intelligence; musical-rhythmic, logico-mathematical, linguistic, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential.

Musical-Rhythmic Intelligence encompasses the capability to recognize and compose musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)

Logico-mathematical intelligence is the intelligence necessary to work in the world of logic, computers, or mathematics. This would include the ability to think conceptually, to investigate relationships in the physical world by experimenting, and to explore more abstract relationships.

Not surprisingly, **Verbal-linguistic** intelligence is the talent for mastering language to express verbal and written meaning. Reading and writing, and therefore school in general, will be much more appealing for the student with this type of intelligence.

Visual-Spatial intelligence gives one the ability to manipulate and create mental images in order to solve problems. Having this good visual memory – the ability to recognize shapes and to mentally modify a visual image is important for architects, inventors, painters, and sculptors.

Bodily-kinaesthetic intelligence relates to the capacity for using one's body. It isn't your imagination; some people simply are more coordinated and have better motor skills. Potential athletes, actors, and dancers will need this kind of ability.

Intrapersonal intelligence is the ability to recognize and sort out one's own feelings. A participant thinks through focusing on internal feelings and intuition and will be able to talk insightfully about their own experience and feelings and can later translate this intelligence into roles as poets or artists.

Interpersonal intelligence is the ability to distinguish differences among people, to pick up on their vibes and perceive their different moods, temperaments, and motivations. It includes interpersonal feelings and intentions of others. The interpersonal participant thinks by communicating with others.

A participant with **Naturalist** intelligence is good at recognizing patterns and categories in the natural world.

There are some supporters of multiple intelligence who believe spiritual or religious intelligence is a form of intelligence. Gardner did not want to commit to a spiritual intelligence, but suggested that an **Existential** intelligence may be a useful construct.

Moral intelligence or one's relationship with other living things and their well-being has been recently discussed as another form of intelligence.

Although the intelligences are anatomically separated from each other, the ten intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems.

Understanding multiple intelligences and embracing the idea that people have different strengths is important for ensuring the development of a diverse cohort of community leaders who can contribute to synergistic results.

Defining Your Values

Your values are the things that you believe are important in the way you live. Values are what motivate and fulfill you. They give your life meaning. In other words, a value is what is important to you.

Values determine your priorities, and, deep down, they are probably the measures you use to tell if your life is turning out the way you want it to.

When the things that you do and the way you behave match your values, life is usually good – you're satisfied and content. But when these don't align with your personal values, that's when things feel wrong. This can be a real source of unhappiness.

This is why making a conscious effort to identify your values is so important.

Values usually are constant but they may change as you move through life. For example, when you finish school and start a job, success – measured by money and status – might be a top priority. But after you have worked for a few years you might value spending more time with your family more.

As your definition of success changes, so do your personal values. This is why keeping in touch with your values is a lifelong exercise. You should continuously revisit this, especially if you start to feel unbalanced and you can't quite figure out why.

Activity: Defining Your Values[1]

When you define your personal values, you discover what's truly important to you. A good way of starting to do this is identify when you felt really good, and really confident that you were making good choices.

Step 1: Identify the times when you were happiest • What were you doing? • Were you with other people? Who? • What other factors contributed to your happiness?	
Step 2: Identify the times when you were most proud • Why were you proud? • Did other people share your pride? Who? • What other factors contributed to your feelings of pride?	
Step 3: Identify the times when you were most fulfilled and satisfied • What need or desire was fulfilled? • How and why did the experience give your life meaning? • What other factors contributed to your feelings of fulfillment?	
Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment. Use the following list of common personal values to help you get started. Select your top 5 values.	

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[1] Character Plus, www.characterplus.org, originally from License to, National Association of Secondary School Principals

Your Top 5 Values			
1. _____	☐ Accountability	☐ Fairness	☐ Philanthropy
	☐ Achievement	☐ Faith	☐ Power
	☐ Adaptability	☐ Family-oriented	☐ Prestige
	☐ Advancement	☐ Financially Sound	☐ Proactive
	☐ Adventure	☐ Focused	☐ Productivity
	☐ Attentiveness	☐ Forgiveness	☐ Professional Growth
2. _____	☐ Balance	☐ Friendly	☐ Profit
	☐ Being the Best	☐ Fulfillment	☐ Prosperous
	☐ Belonging	☐ Fun	☐ Purposeful
	☐ Breathing Space	☐ Future-focused	☐ Quality
	☐ Caring	☐ Global Perspective	☐ Quality-of-life
3. _____	☐ Caution	☐ Goals-oriented	☐ Recognition
	☐ Celebration	☐ Growth	☐ Relationships
	☐ Challenge	☐ Harmony	☐ Relevance
	☐ Clarity	☐ Heritage	☐ Reliability
	☐ Collaboration	☐ Honesty	☐ Resilience
4. _____	☐ Comfort	☐ Humour	☐ Respect
	☐ Commitment	☐ Image	☐ Responsibility
	☐ Communication	☐ Improvement	☐ Responsive
	☐ Community	☐ Inclusion	☐ Results Oriented
5. _____	☐ Community-driven	☐ Independence	☐ Reverence
	☐ Compassion	☐ Influence	☐ Risk Taking
	☐ Competence	☐ Information	☐ Safety
	☐ Competition	☐ Initiative	☐ Security
	☐ Confidence	☐ Innovation	☐ Self-Determination
	☐ Conflict-Resolution	☐ Integrity	☐ Social Awareness
	☐ Consensus	☐ Intelligence	☐ Spirit
	☐ Continuous Improvement	☐ Involvement	☐ Spirituality
	☐ Continuous Learning	☐ Justice	☐ Stability
		☐ Knowledge	☐ Status
	☐ Contribution	☐ Leadership	☐ Success
	☐ Control	☐ Learning	☐ Support
	☐ Cooperation	☐ Listening	☐ Sustainability
	☐ Creativity	☐ Long-term View	☐ Teamwork
	☐ Democracy	☐ Loyalty	☐ Tolerance
	☐ Dignity	☐ Making a Difference	☐ Tradition
	☐ Diversity	☐ Mentoring	☐ Transformative
	☐ Efficiency	☐ Mission -focused	☐ Transparency
	☐ Empathy	☐ Networking	☐ Trust
	☐ Empowerment	☐ Openness	☐ Unity
	☐ Energy	☐ Opportunistic	☐ Variety
	☐ Enthusiasm	☐ Optimism	☐ Vision
	☐ Entrepreneurship	☐ Partnering	☐ Wealth
	☐ Environmentally-conscious	☐ Passion	☐ Wisdom
	☐ Equality	☐ Patience	☐ Work Life Balance
	☐ Equity	☐ Peace	☐ Other_____
	☐ Ethical	☐ Personal Growth	_____
	☐ Excellence		_____
	☐ Experience		_____

Your Top Values	How Do You Define This Value	What does this value (behaviour) look like at its best?	How will this value guide or inform decisions for you?	What actions can you take to make this value grow?
1.				
2.				
3.				
4.				
5.				

Thinking About Leadership

The tools provided in this unit were compiled to assist community leaders in understanding their own assets, intelligence, personality, and preferred thinking and learning styles. After all, leadership is an inside out job. However, becoming familiar with these tools will also facilitate an understanding of others. As such they provide a solid foundation for shifting from traditional leadership to community leadership as outlined in the table below.

CONVENTIONAL LEADERS	COMMUNITY LEADERS
believe power comes with a formal position of authority	believe power is greater when it is shared with the team
focus on reacting and focusing on symptoms	work to uncover root causes
determine solutions for their team to implement	encourage suggestions and involvement from the team
sometimes gather and listen to suggestions and ideas from their team	consistently encourage suggestions and ideas from the team
allocate time and resources only when something has proven to be important	empower their team with time, resources, and autonomy
adhere to specific roles and responsibilities (as defined by the organizational chart)	collaborate and brainstorm with the entire team
review staff and volunteer performance on an annual basis	offer immediate and ongoing feedback and coaching

CONVENTIONAL LEADERS	COMMUNITY LEADERS
determine who needs what information	openly share information and knowledge

This new kind of leadership will be challenging because while some of it is fact-based and straightforward, it is also about emotion and inspiration and is therefore about heart—our own heart as well as the hearts of others. It is about understanding and recognizing that each and every one of us has gifts and talents to contribute. A community leader's job is to provide an environment that will empower everyone to envision a better way and to help them tap their passions, talents, skills, and creativity in order to move toward that vision.

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MODULE 2

EMBRACING THE VALUE AND IMPORTANCE OF COMMUNITY BUILDING

Module Description

There is a growing understanding of the increasing importance of community building and community development. Yet, do we truly understand its value and role in our communities? This module will be of interest to practitioners interested in addressing the increasingly complex issues in our communities and the leadership, innovation, and collaboration necessary for delivering individual, social, economic, and environmental benefits. Participants will leave with an understanding of why we need to do more to legitimize community building and the role any community builder can play in serving as a catalyst for positive change, collective impact, and ultimately, comprehensive community transformation.

Learning Objectives:

Upon completion of this module, the participant will be able to:
- describe community, its benefits, characteristics, and importance;
- describe social capital, community development, and community building, and its increasing relevance;
- articulate the qualities of successful communities;
- describe and differentiate strategies used for building community (social planning, social action, and community development) and;
- describe the advantages and disadvantages of community development.

Introduction To Community

As they have for years, residents across Canada gather each July 1st to celebrate the spirit of their country. Young and old alike participate in parades, picnics, fireworks, and other community events celebrating the birth of their nation.

These, as well as other community celebrations and festivals throughout the year—although perhaps not quite as practical—could be considered the modern day equivalent of a quilting bee or barn-raising.

Chances are most Canadians don't give much thought to the benefits they enjoy during these celebrations which are, for the most part, family-based and community-centered.

However, if you were to ask them how they felt about the specific activities during the celebration, they would probably tell you they made a lot of people feel pretty good about themselves, their families, their neighbourhood, and their country.

While many staff and volunteers working in community settings are responsible for managing *programs, facilities,* and *services*, there is a growing awareness of the importance of a fourth area of responsibility best described as *community building*.

So, while managing facilities, overseeing services, and implementing structured programs will continue to be important for government and nonprofit staff, communities will likely see a greater emphasis being placed on the community building that is required to ensure Canada Day, and other equally important citizen-driven, informal events and services are put into place. In fact, all programs, services, events, and facilities are more likely to take on a new richness when they too are specifically designed to ensure the delivery of the benefits of community—healthier individuals, stronger communities, a protected environment, and a stronger economy. To maximize these potential benefits, it is essential that practitioners have a clear understanding of the meaning and importance of community, social capital, community development, and community building.
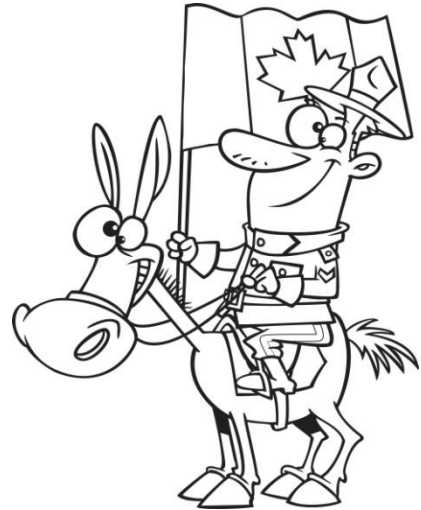
Defining Community

Although the basis of community may be territorial, religious, ethnic, or professional, the origins of the word speak to something that may be more important.

The word community is derived from the Latin *communis*, which is composed of *com*, meaning together and *munis* meaning ready to be of service together. Inherent within this definition is the concept of working together toward commonly-agreed upon goals.

Although we typically use the word community to describe a geographical unit, our hometown, neighbourhood, or a collection of individuals in a town, church, apartment complex, professional association, or even online, it may not be the most accurate use of the word.

Real community is more likely to be about acceptance, contributing, and belonging. It is an experience. While many people have never experienced community, those attending community celebrations, such as Canada Day festivals, may have.

Others who have been fortunate enough to work with a tightly knit group of co-workers or volunteers, or have had occasion to attend an empowering self-help group, participate in a team sport or cultural activity, or be part of a neighbourhood association or an online community, and experienced their acceptance and tolerance, are also likely to have an understanding of what community is all about.
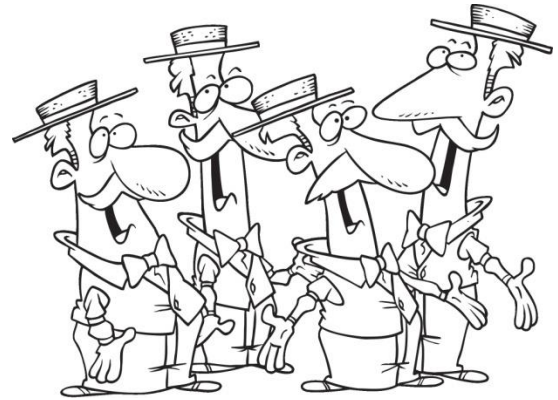
But what really is community?

We do know that community doesn't fit into a neat package as it comes in many shapes, sizes, and locations—no two of which are alike. It is further complicated by the possibility that there may be communities within communities. For example, a geographic community will often include communities representing different cultures or interests.

Ed Everett (2009), a former city manager from California wrote that he believes community can best be defined by four feelings—a feeling of *belonging* to something or some group, a feeling of *pride* in that group, a feeling of being *part of something important* and of *being included*, and ultimately a feeling of *not being alone*, of knowing that others in our community will help us even if they don't know us.

Understanding community has always been central to Dr. Joe Schaeffer's work. As an academic and teacher he has asked thousands of people, from a diversity of backgrounds and experiences, to answer a single question: What would people be like, within and with each other, in a world you would like to be part of? In Living Community: Thirty Think Pieces for Moving from Dreams to Reality (2014) he distilled the responses he heard into five qualities of character that are exemplified by people who demonstrate the capacity to create resilient, strong communities. The five "qualities of character" at the heart of communities that are alive and flourishing are:

- **Genuine Interest:** which emphasizes self-understanding and deep interest in understanding others.
- **Acknowledgement:** which highlights the critical importance of seeing and knowing diverse points of view without accepting all of them as right. This "cultural competence" could also be described as "suspending judgement".
- **Deep Empathy:** which makes it possible for us to become as others, to see through their eyes in the deepest sense possible.
- **Altruism:** which is a powerful quality of character that allows us to achieve self-actualization and to support others as they do so, too.
- **Mutual Trust:** which brings together trust of others and trust of self in the presence of others.

A sense of oneness is the "tie that binds" these qualities together.

Others suggest a community is like an individual with its own personality, structure, and forces.
It could also be, as Alice Major (2006), former Poet Laureate for the City of Edmonton suggests, communities are like fractals. Fractals are described as irregular, infinitely complex structures that are different even though they may look the same. Clouds, snowflakes, lightning bolts, coastlines, and river networks are examples of fractals.

Even though we might think of communities as fractals that look the same, they are in fact quite different and should be treated that way. Rather than being a river system where one community is connected to another, it may be that we need to be somewhat separate in order to build on our own uniqueness and authenticity. "More", Major mused, "Like a slow-moving swamp that nurtures and grows its inhabitants."

In his book, *The Different Drum: Community Making and Peace*, M. Scott Peck (1987), discussed community as a group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some significant commitment to rejoice together, mourn together, to delight in each other, and to make others' conditions their own.
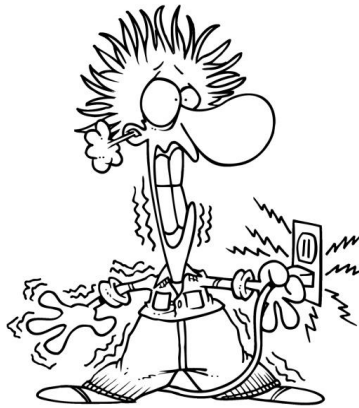
What does this kind of group look like, how does it function, what makes it a community? Peck didn't have all the answers. He compared community to electricity and concludes there are questions about community that cannot be answered just as there are questions about electricity that even the most knowledgeable scientists cannot answer. So where do events like Canada Day fit into all of this?

Community-driven events, like the parades and pageantry of Canada Day are a good place to start building strong communities where people can share, work, play, and grow together. In addition to providing this kind of *general help* and support for community programs, projects, and events in their communities, community development practitioners can also play a key leadership role in *supporting individuals* to initiate their own community building efforts, *support individuals to work together*, respond to ideas and *support community initiative*, and be a *catalyst for broader collective impact* and transformative community development.

Characteristics Of Community

John L. McKnight (1993), founder and co-director of The Asset-Based Community Development Institute (ABCD), suggests that communities are distinctive and distinguished from the environment of systems and institutions. The community experience incorporates a number of unique characteristics:

- In a community, there is an understanding and acceptance of the importance of each member and their *capacity* to contribute.

- Communities are also about *collective effort*—people working together, assuming shared responsibility, and utilizing their many talents.

- *Informality*: Transactions of value take place without money, advertising, or hype. Despite this informality, there is a hidden order to community groups.

- In universities, people learn from research; in business, from reports; and in communities, learning occurs through *stories*. Stories allow people to reach back into their common history and their individual experience for knowledge about truth as well as direction for the future. On the other hand, if communities come to believe their common knowledge is illegitimate, they lose their power, and professionals and systems invade their social place.

- Community groups constantly incorporate *celebration*, parties, and social events into their activities. The line between work and play is blurred and laughter and singing is often heard. Communities celebrate because they work by consent, often finding joy in the process.

- Our managed and ordered institutions and bureaucracies don't typically focus on suffering or death. But to be in a community, is also being part of the consolation of associations and self-help groups and being part of the sharing of *tragedy*. Too often, rather than building from a community's existing assets, it is tragedy that serves as the catalyst or impetus that results in people pulling together.
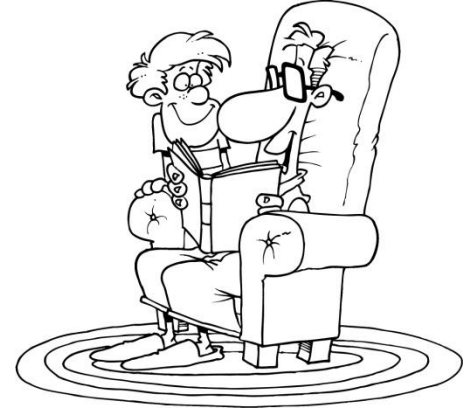
Defining Successful Communities

While community, in one form or another, is important to everyone, typically little time is spent defining and assessing the elements that make up a healthy community. The following questions, when answered affirmatively, are indicators of a community likely to survive, thrive, and succeed in the 21st century. Does your community have?

- ☐ evidence of community pride and spirit;
- ☐ a willingness to invest time, talents, and money in the future of the community;
- ☐ active participation in decisions affecting the community;
- ☐ an acceptance of women and ethnic minorities in leadership roles;
- ☐ a willingness to transfer power to younger leaders;
- ☐ a sufficient supply of leaders, or leaders in training;
- ☐ a strong belief in the value of education and lifelong learning;
- ☐ media that encourages and supports diversity of opinion;
- ☐ access to information and new technology;
- ☐ a well-maintained infrastructure;
- ☐ active community economic development strategies;
- ☐ a willingness to co-operate with neighbouring communities;
- ☐ a willingness to seek both external and internal expertise;
- ☐ strategies which encourage young people to return to the community following post-secondary education;
- ☐ sufficient cultural and recreation activities;
- ☐ a belief that self-help is the best help for both individuals and communities; and,
- ☐ ongoing interest in new ideas for growth and development.
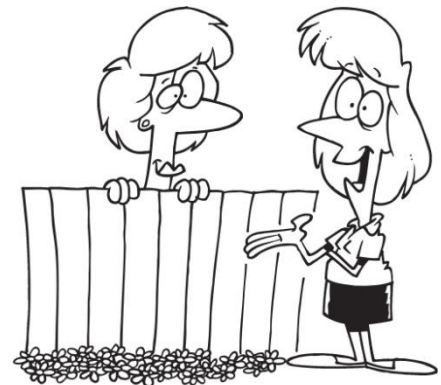
Qualities Of A Healthy Community

Recognizing that health and well-being are interconnected with social, cultural, physical, economic, and other factors, and that community-wide participation and collaboration are necessary to improve health and the quality of life, the Ontario Healthy Communities Coalition (2012) describes the qualities of a healthy community in yet another way:

- clean and safe physical environment;
- peace, equity, and social justice;
- adequate access to food, water, shelter, income, safety, work, and recreation for all;
- adequate access to health care services;
- opportunities for learning and skill development;
- strong, mutually supportive relationships and networks;
- workplaces that are supportive of individual and family well-being;
- wide participation of residents in decision making;
- strong local cultural and spiritual heritage;
- diverse and vital economy;
- protection of the natural environment; and,
- responsible use of resources to ensure long term sustainability.

To deliver the above, it will be essential for communities to ensure there are ongoing opportunities for dialogue and civic engagement; that community leaders are identified, nurtured and supported; a priority is placed on shaping the future rather than reacting; diversity is embraced; communication is strong; and a sense of community is fostered. As community builders, practitioners have the potential to be at the heart of our communities pumping vitality, creativity, and positive energy into our lives; contributing to our sense of belonging; and ultimately enhancing our overall quality of life.

This is best done by serving as the *mortar* that connects and strengthens the foundational *bricks* or other sectors and silos that make up each community. It is a unique role and one of growing importance in communities where there is a critical need for systems-thinking, integrated delivery systems, and strong, collaborative community leadership.

The Benefits Of Community

The advantages of organizations, neighbourhoods, hamlets, villages, towns, reserves, cities, regions etc. that have a strong sense of community are many. These include:

- increased community pride and spirit;
- people working together to get things done;
- being proactive in seeking solutions;
- being more diversity friendly;
- stronger and more diverse leadership;
- belief in the value of education;
- a local economy and tax base that is strong and sustainable;
- opportunities for all residents to:
  - live active and healthy lifestyles
  - exercise creativity
  - develop abilities and skills necessary for a change economy;
- a natural environment that is cared for and protected;
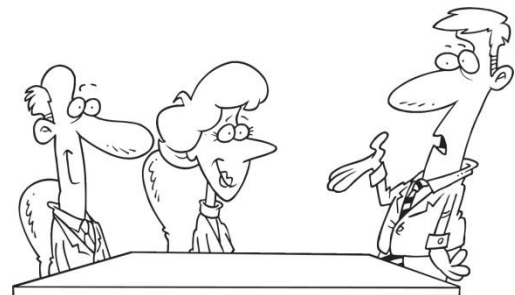
- provision of support for those in need;
- the infrastructure required to retain and attract business and industry (physical, human resources, and quality of life magnets) is seen as an investment;
- safety and security of residents and their property is made a priority;
- newcomers are welcomed and supported;
- the uniqueness and contribution of every resident is recognized; and,
- people learn to:
  - diagnose and analyze community practices
  - identify and define assets and gaps
  - establish priorities
  - organize and develop action groups
  - find, leverage, and utilize resources
  - become participants who continuously grow and improve
  - strengthen their leadership ability.

Increasing Importance Of Community

Community is often difficult to explain to those who may never have never experienced it, even though it might be an intangible for which they've been searching without knowing it—especially since experiencing a sense of community does appear to be less common. There are many who live in relative isolation, often not even knowing the names of their neighbours. Some believe this is an indication that the very concept of community may be at-risk in North American society.

Quick efficient transportation has created bedroom communities whose co-inhabitants are detached from local concerns and activities. Television and computers have contributed to reduced contact among neighbours as people who used to stand chatting on street corners are now more likely to be indoors making screen time a priority.

Regardless, many are finding and experiencing feelings about community in a variety of ways—through sport, service clubs, recreation and hobby groups, family, faith communities, or neighbourhood initiatives.

And, even though many are finding this individual sense of community, the majority of us are sensing that the geographical communities in which we live are breaking down and, just as importantly, want to do something about it.

Robert Putnam, a professor of public policy at Harvard University and author of *Bowling Alone: The Collapse and Revival of American Community* (2007) suggests a significant 75-80% of the population believe there should be more emphasis on community even if it puts more demands on us.

Putnam was also able to demonstrate that when a community does have a strong sense of community, it will also have increased educational performance, decreased crime, and improved physical and mental health. It has become more obvious that community is not just a "nice-to-have" but rather something essential that we all long for and need to have. And, it's not just about what community does for the public good. As it

turns out, research confirms what we've always known on some level about the importance of community—people are nourished by other people.

Research has labeled this nourishing as "The Roseto Effect" (Shaffer & Anundsen, 1995) as the result of a study that examined the importance of social networks in health and longevity in a close-knit Italian-American community in Roseto, Pennsylvania.

Over 30 years ago, medical researchers were intrigued by statistics that showed Roseto seemed almost immune to the most common causes of death. Their rate of heart attacks was 40% below that of neighbouring towns despite the fact they didn't have an especially healthy lifestyle, smoked just as much, consumed as much fat in their diets, and were just as overweight and sedentary. Additionally, both the crime rate and the applications for public assistance were zero.

The only distinguishing feature in Roseto was a much higher level of social cohesiveness and a greater sense of community.

All of the houses contained three generations of family who took care of one another. Turns out their kitchen table gatherings, as well as other community rituals that included evening strolls and many social clubs and church events, nourished the spirit, as well as the bodies of the local citizens.

Into the 1960s, the work ethic in Roseto, as well as their working toward a common goal of ensuring a better life for their children, reduced the division between the haves and have-nots and the stress of materialism. However, life changed in Roseto when, as the result of placing a priority on education, their children began to graduate from college at a higher than average rate. By the 1970's, material gains replaced their traditional community values and in 1971 the first heart attack death of a person less than 45 years of age occurred. As their sense of community eroded so too did their health, and over the years that followed their rate rose to the national average.

While Roseto lost its unique statistical advantage, their experience also clearly conveyed the importance of community and community building and its relationship to quality of life.

Community has also been linked to health and as such has been a key factor in the Men's Shed movement that originated in Australia and is now spreading internationally. In the 1990s a number of issues were raised about men's health as it was recognized there was little encouragement for them to connect and discuss their feelings and wellbeing. Men's Sheds were seen as an option that could help promote social interaction and reduce depression-related illness in elderly men (Golding, 2015).

Men's Sheds originated from the shed in a backyard scenario, where a man would go and carry out tasks, such as repairing furniture or appliances, fixing bicycles, building items etc.

In many ways Men's Sheds can be viewed as an extension of the original 19th century idea of working men's clubs in the UK and Australia that provided recreation and education for working class men and their families.

A number of experts have reported that the relaxing environment created by sheds can extend a life due to the lower stress levels and lower blood pressure (McQueeney, 2011). Perhaps most importantly, Men's Sheds are helping participants find friends and a sense of community, to be productive, and to feel good about themselves.

Its success in large part is due to its informality and the sense of community that is fostered among participants. Unfortunately in some cases health funders have attempted to formalize the Men's Sheds as direct programs that require more rules, regulations, and evaluations. When this has been the case, there is anecdotal evidence to suggest growth has declined. This reinforces the idea that institutionalization has the potential to damage the spirit of Men Sheds (Russell, 2016).

In addition to a growing understanding and appreciation of community and its value as illustrated by Roseto and the Men's Sheds there is also a growing movement, inspired in part by Ed Everett (2009), suggesting the changing roles of municipal government may have influenced our feelings about community and interest in community building.

Everett has suggested that while the role of local government with the public in our early history utilized more of a *townhall* approach with the public active as citizens, we moved to one he characterizes as *political bosses* during the 1800s to 1930s where the public was passive and controlled by "bosses", to *city fathers* during the 1940s to 1960s where power and responsibility was abdicated, to the most current approach which he characterizes as a *vending machine* because local government treats the public more as customers.

He believes we are stuck in the vending machine form of government with the public viewing themselves as customers who put in their tax dollars and pull a lever to get the exact service they want. If they don't get what they want, or feel they are entitled to, anger is often the result.

Everett suggests the ideal approach is instead one where everyone, including the municipality, views the *community as a partner* and views people as citizens rather than customers. When people who live in a community see themselves as citizens, there is a greater commitment and accountability to the well-being of the entire community.

Working in partnership with the municipality, there is the ability to create the future rather than wait for it, a choice is made to utilize collective power rather than defer it to others, and there is a greater understanding that sustainable change in a community can only happen when citizens step up to the plate.

Additionally, the complex change occurring as the result of the *information or knowledge economy* and unprecedented transformation, means everyone needs to deal with the present and prepare for the future at the same time. This means using parallel processes to manage day to day operations, while at the same time, investing energy and resources in preparing for knowledge not yet known, and problems that we don't yet know are problems.

To make it even more complicated, we're still in the last stages of the *industrial economy*, emerging into the *knowledge economy*, while glimpsing a new economy based on biological and ecological principles that some are calling the *organic economy* (organic in the sense that the things we make and how we make them will be tied to understanding and reading life, and then programming life for specific purposes). Futurist Rick Smyre (2011) also refers to this as a *Creative Molecular Economy* based on the integration of emerging technologies, such as microprocessors, microsensors, nanotechnology, new materials science and biotechnology, with creative individuals, groups, and companies organized in interlocking networks, connecting, and disconnecting constantly in processes of continuous innovation.

There is no doubt we are in the midst of a fundamental turning point in history that is changing the way we think, communicate, and ultimately how we will live in our communities. Critical to this turning point will be nurturing and supporting a shift in individual values from a current emphasis on materialistic priorities, to values which are more aligned with emphasizing, supporting, and strengthening our interconnectedness, interdependence, and ultimate symbiotic relationships.

The deeper collaboration that will be driven by these values will help develop new capacities for a society and an economy that do not yet exist. As community builders, practitioners can play a key role in building and strengthening local relationships, leaders, and the meshworks that will be needed to respond and thrive within this evolving new world.

Defining Social Capital

Despite the many benefits of community, in *Bowling Alone*, Putnam (2007) shows that in far too many communities, people are experiencing a declining sense of community. While today people may be coming together in new forms of communities, too often the focus is on spending or conspicuous consumption or conspicuous leisure that is not meant to satisfy any physical need, but rather to gratify the psychological craving for status or the esteem of others. The term was first used by the US sociologist and economist Thorstein Veblen (1899).

While there has often been an assumption that this spending leads to happiness there is anecdotal evidence to suggest that *experiences* particularly where community building is taking place make be of greater value.

Many have become disconnected from family, friends, neighbours, and community affairs. In some cases, they've even given up bowling leagues in favour of *bowling alone*. Putnam warns that our stock of social capital is in a dangerous decline. And, when social capital is reduced so is a community's resiliency and capacity to respond to issues and challenges as well as potential opportunities.
Generally social capital can be defined as a concept that encompasses the strength of relationships between people, including features of social life—networks, norms, and trust—that enable participants to act together more effectively to pursue shared objectives (Prove and Improve, 2012).

Examples of indicators that demonstrate social capital is in place could include citizens feeling they can influence local decisions, belong in the neighbourhood, get along well with their neighbours, and regularly participate as volunteers.

The literature suggests three different types of social capital: *bonding* (ties between people who are similar); *bridging* (ties between people who are different), and *linking* (ties between citizens and those in authority). (Brodie, Cowling & Nissen, 2009)

Ultimately, the term social capital emphasizes not just warm feelings, but a wide variety of specific benefits that result from the trust, information, and cooperation that is associated with social networks.

Putnam (2007) describes social capital as the connections among individuals—social networks and the norms of reciprocity and trustworthiness that arise from them. He draws together a wide range of research showing that joining and taking part in local organizations helps to foster trust in others and a sense of shared values, broadening participants' sense of self and enhancing participants' taste for collective benefits.

Ultimately, that means when a new club is formed, someone signs up as a volunteer, writes a letter to the editor, attends a concert or sporting event, or works on a community project—community leaders need to see it as a cause to celebrate because social networks have value.

Where social capital is higher, the welfare of children is higher, schools work better, children watch less television, violent crime is rarer, people are less confrontational, health is better, tax evasion is lower, and tolerance is higher.

Most importantly, when people know one another, they help one another. As a result, the end result of investing in social capital is a culture of reciprocity, a stronger, healthier, and more vibrant community, and that elusive and hard to describe "quality of life".

Defining Community Development

How then do we ensure more social capital?

Much of it will result when community building is emphasized and a community development approach is utilized. When used effectively, community development results in stronger individuals and organizations, and healthier and more vibrant communities.

So what is community development? The simplest way to understand the real meaning of community development is to break down and define the two words—*community* and *development*.

If *community* is about sharing and connecting and*, development* means improving or contributing to the process of growth, then community development is simply helping people to help themselves.

Community development can also be considered as local empowerment through organized groups of people acting collectively to control decisions, projects, programs, and policies that affect them as a community (Rubin & Rubin, 1992). It is a method of organizing, developing, and utilizing the resources available in a community to improve its living conditions and quality of life.

Inherent within these definitions is the idea that community development also has to be about providing a culture that facilitates the empowering of individuals and groups of people to affect change in their own communities.

John McKnight (1993) stresses the importance of the capacity, abilities, and gifts of each and every individual. Living a good life depends on whether those capacities can be used, abilities expressed, and gifts given. If they are, the person will be valued, feel powerful, and be well-connected to the people around them. As well, the community around them will be more powerful because of the contribution the person is making. Weak communities are the places that fail to mobilize the skills, capacities, and talents of their residents or members. McKnight likens this emphasis on individual capacity to viewing a glass of water as being half full rather than half empty.

While the underlying core beliefs or philosophies may vary, generally a community developer believes:
- people have the right to meaningfully influence decisions that impact their lives;
- each person is a potential source of knowledge and strength;
- provision of an environment conducive to self-help is essential;

- commitment to ideas and plans are greater when people are involved in their development;
- strengthening trust and relationships must be a priority;
- innovation and positive changes occur when people are involved;
- community leadership is key to change, growth, and development; and,
- individuals and groups may need support to maximize their potential.

When a community development approach is utilized, people learn how to identify community assets and issues; establish priorities and plans for action; organize and develop action groups, task forces, and committees; find and use the available resources; and continue their own growth and development as community leaders.

As a result there is growing recognition, at all levels of government, of the importance of community development and an understanding that our country's real strength is often in our own backyard—our grassroots.

When people are given the opportunity, they can define problems, identify strengths, and generate creative and innovative solutions. Quite often they simply need to be given opportunity and support.

For the community development practitioner, this could mean they help people to:

- identify and define assets and gaps
- help people identify and articulate issues and challenges;
- act as a catalyst by stimulating and supporting citizen action;
- support and facilitate the growth and development of community organizations;
- facilitate learning for community citizens that provide the skills, knowledge, and attitudes required for them to be able to solve their own problems, and;
- develop linkages between community groups and resources, information, allies, skills, and networks.

Defining Community Building

Community building is a "field of practices directed toward the creation or enhancement of community among individuals within a regional area (such as a neighbourhood) with a common interest. It is sometimes encompassed under the field of community development" (Wikipedia.org, 2009).

However, the reality is that *community development* is often interpreted in many ways, while sometimes failing to convey that fundamentally it is about making sure stakeholders are empowered to *control* decisions, policies, projects, programs, facilities, services, and events that affect them as a community.

The term *community building* is a less ambiguous and therefore perhaps more appropriate terminology because, regardless of how one interprets or defines the term community building, it will be accurate because ultimately community building is simply about being a catalyst for change that results in positive impact. That change could be manifested in the short term as a quick-win project or initiative that builds trusted relationships or, as a longer term, community-driven and owned planning process.

Both short term projects and longer term community-driven planning are crucial and will require parallel efforts.

Additionally, thought must be given to community building as a means of supporting change within the context of the future. Not only change that *reforms* or tries to improve, refine, or make something more effective, but also the *transformative* change that challenges the assumptions on which an issue is conceived, new knowledge is developed, or a decision to address something new is made.

Community building typically involves staff or volunteers applying a community development approach in order to cultivate relationships and engage citizens.

This often occurs within the context of (a) facilitating the development and ongoing growth of individuals and community organizations that are delivering programs, services, events, and facilities; and (b) serving as a catalyst for linking individuals and groups around common issues. This linking often results in the formation of both formal and informal networks, coalitions, and alliances.

Community development practitioners serving as community builders are enhancing organizational capacity building, supporting the development of leaders, providing opportunities for training and learning, facilitating, coaching, and mentoring.

In practice, community building often seems to be a blend of practitioner competencies related to both *science* and *art*. If science is defined as knowledge attained through study or practice, or as the organized body of knowledge people have gained using that system, then the competencies will be significant.

Competencies related to the *science* of community building include skills, knowledge, and abilities in such areas as marketing and social media, resource generation, programs and event management, community development, individual and group development, cultural competence, staff and volunteer development, administration, marketing and communication, and facility management.

Equally important, however, is the *artistic* or intuitive component of community building that involves using skills, knowledge, and sensitivity to apply the sciences in a way that fits the specific intent of the community building effort, helps to strengthen resiliency, prepare for the future, and enhance capacity for transformation. Typically, the result of experience and maturity, these softer yet more complex talents are far less linear in response to what is often described as being a messy process. It is further complicated because, as those involved in community building will attest, there is no one best way. Instead, there is a way.

The Challenge Of Community Building

Everett's (2009) description of community as *feelings* explains why defining community building is a challenge and why it is difficult to justify as a priority within government or bureaucratic settings that are more apt to measure importance based on the budget and number of staff assigned. It also explains why many community development practitioners are more comfortable and secure in managing the more tangible *facilities, programs*, and *services*, but not the more organic and less straightforward aspects of *community building*.

While community building is challenging to articulate and justify, once practitioners have experienced citizens taking responsibility for enhancing the quality of life in their communities, there is a greater likelihood of understanding, valuing, and embracing the many benefits and outcomes it delivers. They see citizens taking responsibility for enhancing the quality of life in their communities, the growth of the community volunteers and leaders being nurtured, the trust and collaboration it fosters, how more innovative ideas and solutions are generated and implemented more quickly, and the overall social, economic, and environmental impact of their community building efforts.

Perhaps of greater importance, is the resulting hope and understanding among those involved that they can, and do, make a difference.

Even though many are using community building as a vehicle for building both a sense of community and the community's capacity and resiliency to change and grow, the greatest challenge is that it is rarely legitimized as a core service, often done off the side of a practitioner's desk, and rarely addressed as a responsibility of those in leadership roles or as written policy.

The Beginnings Of Community

Three strategies are typically utilized, often in combination, to create communities:
1. **Conflict-Driven** (social action)
2. **Expert-Driven** (strategic planning, direct service delivery, social planning, industrial growth model)
3. **Community-Driven**(community building/community development approach)
4. **Future-Focused** (adaptive planning, interdependency or ecosystem approach)

While it is *Future-Focused Adaptive Planning* that will ideally position communities for the future, there are often elements of *conflict-driven social action* and *expert-driven planning and delivery* within the work of a community leader. Additionally, it won't be possible to apply future-focused thinking without having the strong foundation that a *community-driven approach* will provide. As a result, it will be important for community leaders to have an understanding of all four strategies described below.

The need to understand these various approaches is itself reflective of future-focused thinking in that it is no longer about "either/or" or determining one best way, it is instead about "and/both". In other words, embracing the idea that much as we might like the idea of the simplicity of one best way or a one-size-fits-all approach to planning, the reality is that the job of an existing or emerging community leader is to find the one best way that is the most appropriate fit for their particular organization, community, or region. The resulting "one best way" can be thought of as a kind of "mash-up" which will typically reflect elements of the various strategies described below. The customized "community cocktail" that results will help build on a community's assets to address specific challenges and issues.

Conflict-Driven (Social Action)

An approach that is often the impetus for building communities is that of social action.
This approach assumes that making a change will require an advocacy or activist role. A segment of the population is overlooked or oppressed and some form of conflict tactic, confrontation, or direct action is viewed as being necessary.
For example, a practitioner may support community members to advocate and champion the rights of persons with disabilities to be able to access community programs and services. They might also lobby to obtain more facility time for female sport teams. The practitioner assumes the disadvantaged population needs to be organized if resources are to be made more equitable.

Expert-Driven (Social Planning)

Social planning is a task-oriented process that uses the knowledge and expertise of professionals (rather than citizens) to plan, organize, and deliver services.

Underlying this strategy is the belief that altering social conditions requires expertise and knowledge. Rather than community members being viewed as experts, it is the practitioner who is seen as the expert who gathers facts, analyzes, and makes decisions in order to establish, arrange, and deliver programs, services, and facilities. Community members are more likely to be viewed as consumers.

Community-Driven (Community Development)

As previously described, community development is the process of working within a community, sharing skills and resources to assist community residents in identifying and responding to their needs and interests.

Emphasis is placed on democratic procedures, voluntary co-operation, self-help, development of leaders, and education.

When community development and community building are seen as a priority, everyone views the community as a partner and the people who live there are viewed as citizens rather than customers.

This leads to greater commitment and accountability to the well-being of the entire community.

Co-operative problem solving is emphasized as citizens are perceived as a potential source of strength and knowledge in the community.

However, the most important difference between this strategy and the others is that *community members are empowered because they are accepted and viewed as the experts*. In the majority of situations, community development will be the ideal approach. It will be especially important for communities when demands increase and become more complex, and the resources to meet those demands decrease.

Future-Focused Adaptive Planning

A new type of planning is emerging that is essential for community leaders to understand. We live in a rapidly changing era where new structures, new economies, and new ways of being together and organizing are required. The challenge is that typical linear planning doesn't work as there is a great deal of uncertainty and ambiguity in terms of direction as well as a need for multiple outcomes and answers. What we do know too often the current systems aren't working, multi-sectoral approaches are needed and, we need to pay more attention to trends as well as the early or weak signals that are evolving.

This is placing a growing emphasis on the importance of comprehensive community transformation and the need to build the capacity of diverse community members to work together as future-focused leaders who are comfortable with deep collaborative and co-creative efforts that connect ideas, people, and processes without a preconceived solution in mind.

Table 1.1 Comparison Of Strategies For Building Community

Type of Strategy	Conflict-Driven (social action)	Expert-Driven (strategic planning, direct service delivery, social planning, industrial growth model)	Community-Driven (community building/community development approach)	Future Focused (adaptive planning, interdependency or ecosystem approach)
Best Use	• when there is a need to disturb the status quo by bringing attention to the need for change	• when outcomes and solutions are somewhat clear	• when outcomes can be articulated but root causes and solutions are not clear	• when outcomes can't be articulated (but there is an understanding that (1) current systems aren't working, (2)"communities without silos" are needed, and (3) more attention should be paid to early or weak signals)
Role of the Leaders Who Are Involved	• advocate • activist • disturber	• technical expert • diagnostician • researcher • organizer • problem solver	• community builder • catalyst for change • facilitator • enabler • encourages growth in others	• capacity builder • accelerated connector • "meshworker"

Type of Strategy	Conflict-Driven (social action)	Expert-Driven (strategic planning, direct service delivery, social planning, industrial growth model)	Community-Driven (community building/community development approach)	Future Focused (adaptive planning, interdependency or ecosystem approach)
What is Emphasized?	• saying "no" to what is wrong • *shifting power* (often to citizens and away from the bureaucrats, business, or elected officials holding power) • emphasis is placed on *changing the institution* and decisions being made that may not be the best for individuals, the community, economy or environment	• emphasis is placed on *solving problems* using experts • strategic, linear planning, standard answers • *concrete outcomes and tasks* are prioritized	• priority is building a sense of community and the capacity and resiliency to change and grow • priority is placed on nurturing *self-help* among individuals and organizations • emphasis is placed on an often non-linear or organic process, building trusted relationships and engaging diverse community members to work collaboratively	• comprehensive community transformation • building capacity of diverse community members to work together as future-focused leaders who are comfortable with multiple outcomes and answers, uncertainty, and ambiguity • development of interlocking webs and "ecosystems" • new structures, new economies, new ways of being together and organizing
What Strategy is Used for Change?	• pressure tactics, conflicts, blockades, boycotts, civil disobedience etc. • *"let's organize and take control away from those who are abusing the power"*	• research and recommendations from experts (staff or consultants) • may be some consultation with the community • a specific plan is developed • *"let's get the facts and take the next logical step"*	• consensus • *"let's get together and talk this over and agree on a direction"*	• *"let's promote interdependency by connecting ideas, people, and processes in a co-creative way without a preconceived solution in mind"*
Perception of the Public Being Served	• victims of the system • seen as being disadvantaged	• consumers or clients • recipients of service	• people in the community bring assets and strengths although they may not be fully developed • open and active participants	• co-creators, collaborators • essential to the emergent ecosystem

Type of Strategy	Conflict-Driven (social action)	Expert-Driven (strategic planning, direct service delivery, social planning, industrial growth model)	Community-Driven (community building/community development approach)	Future Focused (adaptive planning, interdependency or ecosystem approach)
Infrastructure	• informally organized	• hierarchical	• shared leadership	• networks, webs, emergent ecosystems
Who Holds the Power?	• power structure is seen as the target of the action	• power is held by those who employ the practitioner or those the employer considers to be the expert	• distributed power among those collaborating to determine mutually agreed upon goals and strategies	• those involved in deep collaborative efforts
Assumptions Regarding Interests of Other Sectors in the Community	• assumes interests are not easily reconcilable • assumes those who have advantages won't readily give them up	• no assumptions (neutral) • can be reconcilable or in conflict • looking for a solution	• assumes all interests are reconcilable with rational discussion • conflicts can be used creatively	• we are interdependent

Advantages Of Community Development

Now more than ever, those providing community programs, services, and facilities must be diverse and flexible in order to deal with new attitudes, issues, and demands. A community development approach is a viable alternative to the traditional provision of direct programs and services. Why community development? Are there advantages?

Community development assumes citizens are partners in determining their own destiny. Rather than viewing citizens as potential customers as an expert or social planner might do, community developers instead view them as stakeholders with whom they work to solve problems and issues. This typically will result in a number of advantages:

- increased user satisfaction;
- enhanced community spirit and pride;
- a diversity of ideas leading to quality decisions;
- responsive and relevant programs, services, and facilities;
- optimal use of resources;
- greater community support and credibility;
- improved trust and dialogue between staff and volunteers;
- increased emphasis on communication, growth and learning;
- greater ease in facilitating change;
- promotion of self-help;
- more value for dollars spent;

- increased citizens' responsibility for implementing solutions;
- strengthened leadership;
- increased business and tourism potential;
- reduced inequities, and;
- promotion of co-operation and partnerships among individuals and community groups.

Disadvantages Of Community Development

Is community development a panacea for all that ails us? While it may be an important strategy, it is important to understand there may also be disadvantages:

- Power shifts and community conflicts may occur. This has the potential for creating stress and animosity.

- Community development is difficult (but not impossible) to quantify for political success. e.g. how does one measure the value of keeping youth out of trouble or reducing health issues among by supporting physical activity among seniors and/or those with disabilities?

- Staff and volunteers who are attracted by the concept of community development and helping others may also have a tendency to take on too much (because they want to help). The result can be encroachment on their personal lives and eventual "burnout".

- Social planning can sometimes be quick and efficient in the short term e.g. see a problem, offer a program. While certain to be more effective if done properly, community development will likely take more time.

Comparison Of Social Planning And Community Development

How do **social planning** and **community development** relate to the actual **delivery** of programs, services, events, and facilities?

Table 1.2   Comparison of Direct versus Indirect Community Programs, Services, Events, and Facilities

	Social Planning/Direct Services	Community Development/Indirect Services
How are programs most likely to be delivered?	• direct service delivery • programs, services, events, and facilities are selected, implemented and controlled by staff	• indirect service delivery • citizens often involved in planning, organizing, and implementing their own programs, services, and events • control is maintained by the citizens
What is most likely to be emphasized? (task or process)	• the *task* at hand e.g. getting a program up and running	• the *process* • it is understood that the process of developing the program is as important as the actual end result e.g. program or event

	Social Planning/Direct Services	Community Development/Indirect Services
Who controls the delivery of programs, services, and facilities?	• controlled by professional staff	• controlled by participants/citizens
Describe the role of the *practitioner*.	• practitioner is viewed as the expert who has the specific knowledge and skills required	• practitioner is viewed as a collaborator or resource
Describe the role of the *user*.	• consumers or clients	• partners
Describe the relationship between the *practitioner* and the *user*.	• dependency • user is a subordinate	• cooperative • more equal • user is independent from the practitioner
What *user* need is this most likely to address?	• utilitarian needs • basic, standard, programming, services, and facilities • isn't able to serve everyone	• social needs • self esteem • more complex needs • individual growth

However, the advantages of community development far outweigh its disadvantages because the bottom line is that *community building is a process that recognizes that power is not the exclusive domain of its formal leaders but is increasingly more about the wisdom of its citizens and a willingness to lever their strengths.*

When the wisdom and strengths of citizens are utilized, a community development practitioner:
1. acknowledges that every individual has a gift to contribute to their community;
2. ensures opportunities and support for those gifts to be shared;
3. welcomes the stranger and the strange (or disruptive) ideas;
4. helps to create a sense of place by defining and developing the unique characteristics and quirks that distinguish one community or neighbourhood from another;
5. supports opportunities that nurture and celebrate community spirit, and;
6. reflects values that prioritize quality of life and happiness.

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MODULE 3

PLANNING USING A

COMMUNITY DEVELOPMENT APPROACH

Module Description

Successful community builders will be those who understand the importance of having a plan to inspire and motivate action by helping determine vision, values, outcomes, and goals and how they are going to be achieved. Despite this importance, planning is often neglected and rarely taught. Yet, in a world that is constantly changing, planning is becoming increasingly critical as we face more issues and demands and resources that may be declining. This session will be especially interesting to those wanting to apply a community developing approach to planning.

Learning Objectives

Upon completion of this module, the learner will be able to:

- define planning and its importance;
- describe planning approaches (social action, social planning, community development);
- identify different types of plans;
- describe the components of a terms of reference, and;
- apply a 10 step planning framework that uses a community development approach.

Supporting Communities To Solve Challenges And Issues

One of the most critical competencies for practitioners working in a community building capacity is to be able to support planning that uses a community development approach. This is essential for ensuring a process based on collaboration, cooperation, leadership development, and community growth and learning. It also ensures stakeholders are engaged in the process and own responsibility for the final direction and recommendations. When a community development planning approach is used those involved are far more likely to develop, deliver, and support their own solutions as ultimately power and control is shifted to the community.

It is critical for the practitioner to understand that their role is NOT to DO the planning or solve the challenge or issues for those involved.

Rather, their job is to use design and support a PROCESS that will assist stakeholders to resolve it on their own.

What Is Planning?

Everyone plans. Whether it is preparing a to-do list or developing a proposal for a new business, planning is an essential component of our lives.

We work for businesses that depend on strategic plans to direct operations, we participate in clubs and organizations that rely on solid program plans and budgets, and we live in communities where priorities are often determined as the result of a strategic plan.

Despite its importance, it is a subject matter to which we typically pay little attention. Planning is rarely taught in our schools or likely to become a subject of media debate. Yet, in a world that is hyper-connected and constantly changing, planning is becoming increasingly important.

It becomes even more important as individuals and organizations are faced with increased responsibilities and not enough time or money to do everything they want to do. Planning, or *preparing for tomorrow today*, helps us to determine what it is we want our outcomes or goals, and just as importantly, how we are going to reach them.

An ability to plan is the main difference between being a manager and being a leader. Perhaps Martin Luther King Jr. said it best when he said, "If you want to move people, it has to be toward a vision that's positive for them, that taps important values, that gets them something they desire."

Even though it does seem rather simple, the reality is that there appears to be a shortage of visionary, adaptive planners who can respond to today's constant changes.

As Sun YatSen, the first president and founding father of the Republic of China, once said, "In the construction of a country, it is not the practical workers but the idealists and planners that are difficult to find".

Shortage of visionary planners aside, strategic planning remains crucial as a means of stimulating innovative thinking and clarifying future direction.

The term "strategy" is derived from a Greek word meaning "the art of the general". Just as military commanders make day-to-day decisions with a larger plan in mind, a strategic plan is important for ensuring an orderly, thoughtful decision making process that focuses attention on the most important issues and how they can best be achieved.

While there are many complex definitions of "planning", it really can be thought of in relatively simple terms. Planning is determining where you want to go, where you are now, and the steps you will have to implement in order to get to where you ultimately want to go.

Planning at any level—for programs, projects, initiatives, events, departments, organizations, networks, coalitions, or even entire communities can be thought of in this same way.

> *Every moment spent planning saves three or four in execution.*
> *— C. Greenwalt*

Another way to describe planning is to think of it as addressing the gap in between where you are now and where you want to go.

Why Plan?

In addition to establishing a common direction and organizing and determining priorities, planning will help develop policies, facilitate decision making, maximize use of resources, establish financial requirements, and prevent crisis management.

Planning will ensure continuity, create a baseline of accountability, and ensure identified needs are being met. Perhaps just as importantly, it will instill a sense of confidence and an enthusiasm and commitment to implementing change and growth among staff, volunteers, and elected officials.

What Makes A Plan Successful?

It is not uncommon to find those who are less than positive about planning. In fact, there will be many who are downright cynical. In most cases this is the result of previous involvement with often costly plans that were never actually implemented. To ensure successful planning, there are a number of factors that need to be in place. Successful plans are those that:

- respond to real, identified needs;
- are outcome-based and results-oriented;
- are thoughtful and well-researched;
- embrace multiple partnerships and alliances;
- are citizen-driven;
- establish vision and identify values;
- incorporate focused language, objectives, and actions;
- address accountability and sustainability; and,
- include opportunities for assessment and evaluation.

Planning Challenges

Successful planning is not for the faint of heart as there are often challenges that need to be addressed by the staff and volunteers involved. These include:
- lack of public understanding and acceptance of the importance of planning
- lack of planning expertise among staff and volunteers
- lack of emphasis on *process*
- consultant controlled and owned plans
- lack of vision (and therefore a lack of excitement and commitment to the planning process)

Planning Trends

Any discussion of planning would not be complete without an understanding that planning as a profession is undergoing a major paradigm shift. Today planners are often working at moving from *traditional* planning to new age *adaptive* planning.

While the differences between traditional and new age planning are summarized below, the most significant change is that today the power and authority for making decisions is more likely to be shared between the planners (consultants, bureaucrats, politicians, senior administrators), and their stakeholders, citizens, or clients. In the past, it was often felt the average person didn't have the knowledge or education to be the ultimate authority in a planning process and that it was instead best left to the experts. As this viewpoint shifts and power is more typically shared, there will be a period of transition as practitioners develop new strategies and techniques for involving their respective stakeholders in the planning process.

How We Typically Plan	New Age Adaptive Planning
• fixed	• dynamic
• single issue	• multiple issues
• linear	• holistic
• organizational issues	• community issues
• hierarchical	• networks
• low involvement	• high involvement
• reforming	• transforming
• directive based	• consensus-based
• staff oriented	• citizen oriented
• staff awareness	• public awareness
• operational focus	• policy focus
• detailed actions	• values and general strategies
• emphasis on economics	• emphasis on balance and quality of life

How Is Planning Using A Community Development (citizen-driven) Approach Different From Social Planning (expert-driven)?

Traditional thinking about planning is that it would involve a process that begins with a needs assessment or inventory; moves to the development of vision and values; articulation of a purpose, mission or mandate and outcomes; implementation via objectives, action steps, costs, and timelines; and ultimately an evaluation. In many ways, the focus is on what we don't have or what is needed rather than focusing on what we already have as our existing strengths and assets.

With that process, typical thinking by many community leaders is that it requires the involvement of planning experts or consultants.

This typical or social planning approach means that while stakeholders may be consulted throughout a process driven by consultants, the *ownership* of the plan typically resides with those leading the process.

Strong communities are created when citizens are the producers of their own future. They can not be replaced. No professional, institution, business or government can substitute for the power, creativity or relevance of productive citizens.
—Mike Green

While historically there has been varied success with this model, many plans have not been implemented and lay gathering dust on a shelf.

It is also becoming apparent that it may not be an effective model for the planning needed to address the complexity of issues within today's communities.

Planning that uses a community development approach is instead guided by a process based on collaboration, cooperation, leadership development, and community growth and learning. It is more about engaging stakeholders in the process and supporting them to develop, deliver, and support their own solutions. By shifting power and control to the community, the typical result is a more diverse, vital, and

innovative economy and a higher quality of life. Perhaps the most important distinction is the distinction between the focus on needs versus assets as reflected by John McKnight (1994) in the table below.

Figure 1. Why Community Development?

Background/Context For Planning

Historically, most planning in community settings has taken place using one of the three following approaches or models. While there is a time and place for each of these models, the more complex and innovative the solutions need to be, the more appropriate it will be to use the third or community development approach.

Approaches/Models For Planning In Community Settings

1. Social Action Approach

- a segment of the population is overlooked or oppressed;
- assumes making a change will require an advocacy or activist role;
- uses conflict tactics, confrontation, and direct action;
- the community leader assumes the disadvantaged segment of the population needs to be organized if their resources or treatment are to be made more equitable; and,
- picketing or boycotting are two typical examples of social action.

2. Social Planning Approach

- there is an underlying belief that altering social conditions requires expertise and knowledge;
- typically a paid consultant is hired to gather facts, analyze the information and make recommendations for appropriate programs, services, initiatives, facilities etc.;
- community members are viewed as consumers; and,
- the consultants are viewed as the experts.

3. Community Development

- often defined as local empowerment through organized groups of people acting collectively to control decisions, projects, programs, and policies that affect them as a community;
- *helping people to help themselves* by sharing the skills and resources that will assist them in identifying and responding to their needs and interests;

> *The wisdom of the community always exceeds the knowledge of the experts*
> *—Harold Flaming*

- emphasis is placed on democratic procedures, voluntary cooperation, self-help, development of leaders, education, and co-operative problem-solving; and,
- citizens are perceived as both the experts and a potential source of strength and knowledge in the community.

Future-Focused Adaptive Planning

- the diversity of lenses, trusted relationships and engagement that result from the use of a community development approach typically evolve into a more innovative, responsive and future focused approach to planning
- essential for responding to and being able to take advantage of rapid change when there is uncertainty and ambiguity in terms of direction
- an important approach when we're seeking to address multiple outcomes that require deep collaborative and co-creative efforts that connect ideas, people, and processes without a preconceived solution in mind.

While there is a time and a place for each of these planning approaches, it is becoming clearer that addressing today's complex issues in a hyper-connected and fast-changing world will require the transformative change that can only achieved by empowering citizens and begin with using a community development approach to planning.

Figure 2. Relationship Between Planning Approaches, Power, and Community Growth

DETERMINANTS OF COMMUNITY GROWTH

POWER STRUCTURE

- Citizen Owned
- Citizens Empowered
- Citizens Involved
- Limited Involvement of Citizens

Future-Ready

Transformative

Reforming

Status Quo

| Expert-Driven/Social Planning (reliance on professionals) | Conflict-Driven/Social Action (rallying to gain control) | Citizen-Driven/Community Development (citizen-led) | *Adaptive/Future-focused (multi-sectoral)* |

PREDOMINANT APPROACH TO COMMUNITY PLANNING

How To Plan Using A Community Development Approach

Plans come in a variety of shapes and sizes and vary from those that have a very broad focus such as community strategic plans or municipal sustainability plans, to those that are much more narrowly defined such as program, projects, or event plans. While who is involved in the planning and why it is being done will differ, the framework being presented here can typically be applied at all levels and among all target audiences.

To ensure a community development approach to planning is reflected, five preliminary steps are included in the planning framework that may not be found in a traditional planning model.

A Planning Framework That Utilizes A Community Development Approach

- Step 1: Ignite and Invite Others to Participate
- Step 2: Share Strengths and Successes
- Step 3: Research Your Community
- Step 4: Define Priorities
- Step 5: Engage Others Who Need to be Involved

The remaining steps are as follows:
- Step 6: Create Vision, Values, and Principles
- Step 7: Describe Purpose
- Step 8: Identify Outcomes
- Step 9: Develop Strategies and Take Action
- Step 10: Learn, Celebrate, and Tell the Story

The first five steps of this planning framework, in addition to making this framework different from more traditional forms of planning, are what will ensure a meaningful and relevant plan that is successfully implemented.

While these steps may not always be implemented in the exact order presented, it is apparent that if the planning initiative should stall, it is likely because a step has been missed and it will be necessary to back up.

All ten steps and more explanation of each, as well as a graphic, are shown below:

Figure 3: A Planning Framework Using a Community Development Approach
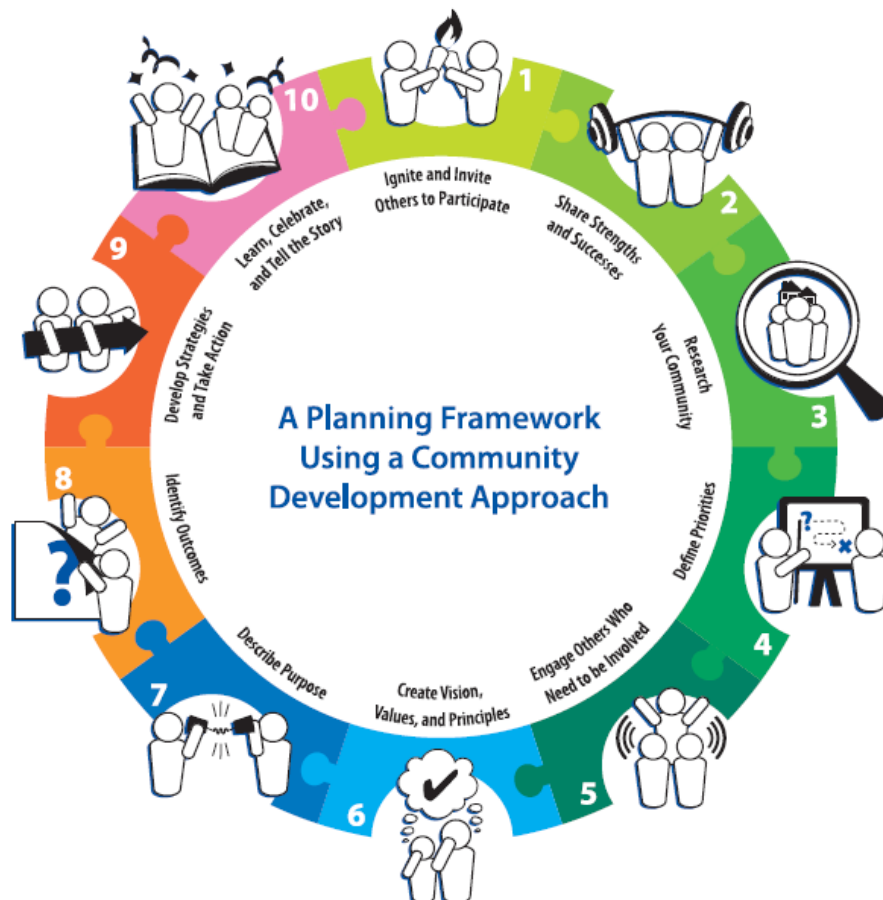
Step 1: Ignite and Invite Others to Participate

A community development planning process typically begins in one of two ways. The first is a crisis that becomes the impetus for action. The second is general discontent and the identification of gaps, needs, issues, or trends that aren't being addressed.

There is a sense that things either aren't working, or could be working better, and that change is required.

Questions are being asked by those Rogers (1983) referred to as the "innovators" or "early adopters". What assets can we build on? What can be done better? What is it that's falling between the cracks? What can be strengthened in the community or organization for greater benefit? How can sectors or silos work together more effectively?

Those raising the issues and questions may be elected officials, citizens, government staff, community organizations, or representatives of the business sector. Regardless of the specifics, they are community leaders (who may not even see themselves as leaders) who are interested and committed to addressing real needs, issues, or trends rather than simply reacting to symptoms.

One or more of these community leaders typically ignites a discussion and invites others (often other innovators or early adopters) to plan. This small group may serve simply to get things started, secure funding, or generate political action. However in some cases they may evolve to become a change management team or steering committee for the initiative that results.

Step 2: Share Strengths and Successes
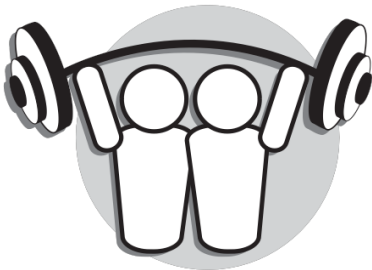
The experience of many community builders would suggest that community initiatives are more successful when initiated and built from strengths, assets, and successes rather than from a needs perspective.

The viewpoint of a "glass of water half full" rather than one that is half empty reminds participants that even if the situation looks bleak, there is always much to celebrate. This emphasis on strengths, assets, and successes, means the initiative begins from a positive perspective. As such it empowers participants, builds trust and relationships, and perhaps more importantly, reinforces the concept that the "wisdom is within" the community.

Step 3: Research Your Community

To plan effectively, it is important that the initial participants work collectively to obtain a solid and objective understanding of the existing situation from a systemic or more holistic perspective. Consequently, a community scan that focuses at a relatively high level needs to be implemented in order to better understand the overall community or organization as a system, to take its "pulse", and to zero-in on priorities. Typically this isn't an in-depth assessment but rather more of a review or scan of existing plans, ideas and research, conversations and interviews with key informants, and other forms of information. Unlike many who will want to drill down to the details, this stage of the planning will appeal more to those who are

"big picture thinkers" who intuitively examine the system without finding it to be intimidating. Community leaders will be those who are addressing real needs, issues, or trends rather than simply reacting to symptoms.

Step 4: Define Priorities

Once the community research or scan is complete, one or several priorities will begin to emerge. These priorities could range from those that are very broad such as the need for a community vision, to those that are more narrowly-focused or project-based, such as trail development, youth initiatives, health promotion, etc.

A useful metaphor is to think of this as it relates to pouring concrete. A frame has been built to contain the cement however it is still wet enough that when participants are invited to be part of the next step, it is wet enough that they are able to write their own name in it. In other words, participants are able to make the future direction their own.

Defining the priorities also helps determine the planning approach and the type of plan needed e.g. community strategic plan, master plan. This is important as plans can vary in scope from those that are very broad to those that are more focused.

Figure 4: Types of Plans

Types of Plans

Inter Municipal Development Plan
Community Strategic Plan/ Municipal Development Plan
Official Plan/Landuse Plan
Comprehensive/Master Plan
Strategic Planning for Organizations
Project/Program/Event Planning
Operational Review
Feasibility Study
Meeting Planning

Type of Plan	Who Does It?

Inter Municipal Development Plan (IMDP)	• implemented in areas of interface between an urban and a rural municipality
	• typically addresses:
	   o future land use
	   o coordination

Type of Plan	Who Does It?
	- transportation - future growth plans - municipal services
Municipal Development Plan (aka Community Strategic Plan, Integrated Community Plan, Municipal Sustainability Plan)	• usually initiated by the municipality or region • locally initiated and locally owned • concerned with the future of the entire town, city or region and it's quality of life or quality of place i.e. social, economic, environmental • result of increasing pressures to achieve long term sustainability by improving the integration of social, environmental, economic and health systems • many have been funded by Canada's Federal Gas Tax Fund (2005-2015) • plans are not uniform, some communities have not engaged, and a wide range of approaches, toolkits, content, and strategies have emerged
Land Use Planning/Official Plan	• elected councils of municipalities (ideally with input from citizens) • to help provide for the orderly growth and development of a community
Comprehensive/ Master Plan	• usually by the municipality because it is typically concerned with the concerns of an entire sector i.e. recreation, social services, economic development, transportation, arts and culture etc. • to help the municipality make rational, informed decisions about the development of programs, facilities, services etc.
Strategic Planning for Organizations	• any organization, department, or agency concerned about the long term development and growth of their organization • normally involves the board, senior staff, committees, and other stakeholders • to help the organization, department or agency revisit and reassess the effectiveness and relevance of the programs, services, facilities, supports etc.
Program/Project /Event Planning	• clubs, community groups, committees, departments • those in an organization who are involved in providing program services • groups or organizations interested in adapting to changing community needs • to improve the quality, quantity, and effectiveness of services based on defined community priorities
Operational Review	• when problem(s) or issue(s) are identified that threaten the effectiveness of the organization • as part of ongoing healthy management practices
Feasibility Study	• any organization considering the development of a major facility

Type of Plan	Who Does It?
	• to help make decisions and to provide information and a comprehensive look at all of the alternatives involved in order to make the right decision

Terms of Reference

Once the type of plan has been determined and understood, it is best initiated with a *Terms of Reference* (TOR). Best thought of as a plan or recipe for how the plan will be implemented, it is important for recruiting committee members and for generating public and political interest and support. It can also assist in determining if the plan requires the assistance of outside consultants and whether or not a Request for Proposals (RFP) needs to be developed.

What's Included in a TOR?

Typically a Terms of Reference includes the following:

- introduction/context
- objectives
    - speaks to the intent of the study
    - typically includes the *vision, purpose, outcomes, and authority* invested in the plan.
    - key stakeholders and their roles i.e. Advisory Team
- existing studies and data
- scope/constraints/principles
- tasks and requirements
- implementation

More information can be found in the template for a TOR attached as Appendix A.

Step 5: Engage Others Who Need to be Involved

If a community leader is going to be successful in making a difference in his or her organization or community it typically won't happen without identifying and working with others early in the planning process.

Today's issues are complex and generally will require knowledge and resources from varying individuals, organizations, businesses, and sectors.

Engaging others will lead to staff, volunteers, organizations, businesses, and other partners who have a vested interest in working together to address the community issues, gaps, or needs that have been identified. Or, they can be people, organizations, or businesses who have resources that will help resolve

the challenges needing to be addressed. Engaging others at this point in the process also facilitates the potential for partnerships, collaboration, and collective impact.

Step 6: Create Vision, Values, and Principles

Vision

A positive vision of the future is essential for providing meaning and direction to the present. It serves as a beacon in times of change, empowering people to solve problems and accomplish goals.

A vision is an expression of vivid possibilities or the ideal future state that describes in a very broad sense, where you want to go.

Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it. — *Goethe*

This vision can be communicated through a variety of means—a statement, a series of descriptions, or a graphic depiction of what success would look like in the target year.

An effective vision defines success, inspires motivation, and imparts stability while providing a link to the past and a commitment to the future. It is a compelling description of what you want to become and the impact you wish to make.

To be successful, a vision must be truly *owned* by those involved. It should resonate with everyone and make them feel proud and excited to be part of something worthwhile and much bigger than themselves.

Consequently, generating a vision means working with others to create a shared mental image that binds people together in common purpose.

Values and Principles

Strong, healthy and innovative organizations and communities are those that reach out to their stakeholders to involve them in identifying and living by their values.

Values are those things that really matter to each of us—the ideas and beliefs we hold as being of special quality, worth and importance. Values explain what individuals, organizations or communities stand for and what will be made a priority as decisions are made.

In times of rapid change, values become increasingly important as a filter for prioritizing as well as determining how time and resources will be invested.

In a community, values are the benchmarks of the rights and responsibilities of a community and its citizens. As such they shape the future of a community as they align and encourage us to work for a common understanding.

It is not hard to make decisions when you know your values. — *Roy Disney*

Guiding principles are the statements that give an organization or community the conduct that they wish to follow. These principles are built on the core values and can be thought of as the values in action. Guiding principles can relate to, or focus on, the overall community or organization or on different levels. For example, they can relate to work processes, customers and users, services and products, employees, etc.

Generally, guiding principles need to be broad enough to encompass the whole community or organization and allow operational guidelines to fall from them.

Step 7: Describe Purpose
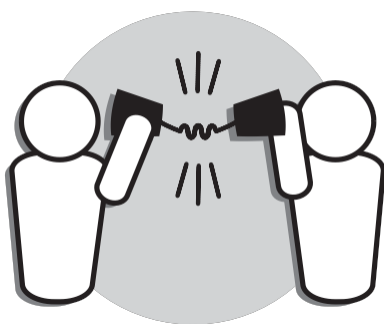
A purpose or mission is the "reason for being" i.e. for an initiative, project, event, organization, coalition, community etc. It describes the function, often becomes the public description, remains constant, and is simple enough to be readily articulated by every individual involved.

The mission or purpose can be determined by answering the following three questions:

- *What* key benefit or outcome do we deliver?
- For *whom* do we do it?
- *How* will we do it? (core programs, services or events)

When undertaking the development of a purpose or mission statement, include feedback and input from all stakeholders to ensure the process—and its outcome—are both comprehensive and representative of your "reason for being".

Step 8: Identify Outcomes

Outcomes are the desired results or impact of a process, program, project, or activity initiated by stakeholders.

Outcomes are about individual, organizational and community change. They can include change in knowledge, status or condition, behaviours, attitudes, or values, or skills.

Any activity can have more than one outcome, and some may even be unanticipated. However, effective identification of desired outcomes is essential for successful planning. Outcomes answer these distinct questions:

- What will stakeholders and the community have that they don't have now?

    or

- What will be lost if this is not done?

It will be critical to always begin with the end in mind.

Step 9: Develop Strategies and Take Action
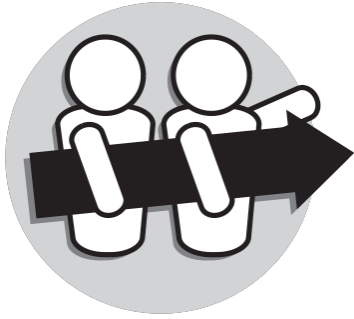
Strategies are broad actions moving you toward your vision, purpose, and outcomes. Strategies normally provide direction for the next two to five years and take more than one year to accomplish. Strategies start from *where the community or organization is* and move towards the outcomes wanted in the future. The strategies recognize and address the challenges that prevent communities from achieving their outcomes.

Once a challenge has been identified and an initiative undertaken to achieve change by engaging others, generating a vision, establishing values, and developing outcomes and measures; the identified strategies can be implemented by developing action steps, roles, costs, and timelines.

Step 10: Learn, Celebrate and Tell the Story

It is always important to review and renew your plan as making the time to discuss the initiative on a regular basis always brings significant benefits.

Holding a meeting to reflect on the successes and challenges will surface learnings, stories, and reasons for celebrating. It will also lead to new outcomes and strategies for continuing to move forward. Participants will also be inspired and energized by what you have achieved.

Everything that can be counted does not necessarily count, everything that counts cannot necessarily be counted.
—Albert Einstein

Documenting your learnings, stories, and reasons for celebrating ensures an ongoing record of your project or initiative, a review and evaluation of what you have done, and strategies for improving the next plan. This documentation can be implemented in various ways i.e. written report, video.

Celebrate often! Create fun and innovative ways to celebrate accomplishments along the way as well as upon the completion of major milestones or activities.

Applying the 10 Step Planning Process

There is no one best way to apply the 10 step planning process to your event, program, project, organization, or community. However, there is way.

For those who already have experience and/or are able to work intuitively in an environment that may sometimes be chaotic, messy and exhilarating, the framework will likely provide an explanation for what is already being done. Those with experience may even already have their own favourite tools that can be utilized at each stage.

Additional tools can be found in the Planning Toolkit for Community Leaders. A variety of facilitative techniques and tools are included and are organized for implementation within each particular step.

In many ways the tools section of the Toolkit could be compared to a collection of *recipes* that can be used as presented, or customized and combined using the available "ingredients" for a specific occasion or situation. As with any recipe book, there are likely to be recipes that may not initially appeal to a specific user. As a result, practitioners are encouraged to use the tools they deem as being the best fit and are most comfortable with implementing at each stage. However, experimentation and expanding one's comfort zones is also recommended.

There Will Be Chaos

Planning for a hyper-connected and constantly changing future will be complicated.

Whether one is planning for an organization, business, neighbourhood or even an entire community, there will be less simplicity and more complexity.

As a result, *values* are going to be a critical filter for decision making and priority setting.

Taking the time to have conversations about what is important and the beliefs and ideals that are shared will be essential as will building trusted relationships, networks, and webs.

While it's unlikely anyone really wants to struggle, it is important too that the chaos be embraced and community builders act in a spirit of hope.

While chaos often leads to being risk-adverse, as planning takes place community builders will need to demonstrate leadership in being willing to examine situations carefully, take risks, embrace creativity, and contribute significant effort. Of course, we may also have to back off, change, or stop doing some things as well.

In the end, it means we all need to embrace being lifelong learners and explorers who are comfortable with asking questions and not always having the answers.

**Planning with Your Community
Using the 10 Step Planning Framework**

Start Planning! As a community leader, your initiative begins with planning a PROCESS. Resist the temptation to solve the problem or address the issue yourself. Instead design a process to involve stakeholders so they can solve it on their own!

STEPS 1 – 5: BUILDING TRUST, RELATIONSHIPS AND COMMUNITY OWNERSHIP

Step 1: Ignite and Invite Others to Participate What tool(s) could be utilized at this stage?
Who would you invite to begin to discuss this issue or opportunity in your community? Who will be impacted by the initiative? Describe the kind of contribution(s) you need? How could the first meeting be designed? What facilitative tools or techniques could you use?

Step 2: Share Strengths and Successes What tool(s) could be utilized at this stage?
What could this process look like? How can you encourage others to work from an "assets" (rather than a "needs") perspective to look at the glass "half full"? What facilitative tools or techniques could you use?

Step 3: Research Your Community What tool(s) could be utilized at this stage?
What research already exists? What research could be done *within* your community and *outside* your community? Consider both informal and formal research and different tools and techniques.

Step 4: Define Priorities What tool(s) could be utilized at this stage?
What have steps 1-3 told you about where the focus should be? What are you planning for? Begin to develop the parameters for your plan.

Step 5: Engage Others Who Need to be Involved What tool(s) could be utilized at this stage?
Now that you have better defined the themes, who has a vested interest and may want to be involved? Who has resources that would be helpful?

STEPS 6 – 10 ARE ABOUT MAKING IT HAPPEN

Step 6: Create Vision, Values, and Principles What tool(s) could be utilized at this stage?

Step 7: Describe Purpose What tool(s) could be utilized at this stage?

Step 8: Identify Outcomes What tool(s) could be utilized at this stage?

Step 9: Develop Strategies and Take Action What tool(s) could be utilized at this stage?

Step 10: Learn, Celebrate, and Tell the Story What tool(s) could be utilized at this stage?

Appendix A: Terms Of Reference Template For A Planning Initiative

Section 1   Introduction
This section typically provides a history, background, and context of both the community and/or organization and the reasons, statistics and trends that point to the need for the plan.

Section 2   Objectives
This section speaks to the intent of the study and typically includes the *vision, purpose, outcomes, and authority* invested in the plan.

Examples:
(note that because these examples relate to a community strategic plan, the statements are quite broad. For other types of plans the vision, purpose, and outcomes will be more narrowly defined).

Vision of the Community Strategic Plan
The final community strategic plan will be endorsed by the community as providing a clear and inspiring direction for meeting their needs and those of future generations.

The plan will be widely shared and embraced as a living document that will assist and guide the corporate, government, and voluntary sector decision-making in Our Town that will ensure individual and community quality of life.

Both short and long term strategies will be clearly articulated in a practical, achievable plan.

It is anticipated the plan will be adopted and implemented by Town Council and administration, schools, the health region, community groups and organizations, businesses etc.

It is also envisioned that the community collaboration, cooperation, and shared effort required to ensure a community-driven plan will also result in greater pride and innovation and a closer, more united community.

Purpose of the Community Strategic Plan
The purpose of the study is to build a more engaged, healthier, and vibrant (insert name of community) by developing a "community-driven" and "citizen-owned" community strategic plan that will maximize individual, and community quality of life. The resulting plan will include a vision, principles, values, mission, strategic priorities, action steps, estimated costs and timelines.

The plan will provide long term planning guidelines, assign priorities, and suggest practical implementation strategies that can be integrated by the corporate, government and community/voluntary sectors.

Outcomes of the Community Strategic Plan
- *Increased beautification of the community*
- *Improved "community pride"*
- *Higher levels of citizen participation*
- *Clear consensus for community priorities*
- *Identification of community strengths and priorities*
- *A town that is more attractive for residents/visitors/ tourists/new residents/ business/industry, etc.*
- *Improved coordination of community opportunities that results in reduced duplication and maximized resources*
- *More partnerships and collaborations.*

Authority Vested in the Plan
Describe who has authorized the plan and its intent. For example, "The plan is intended to act as a guideline for parks, recreation and culture services in Our Town. The plan will be forwarded to City Council for its approval and once adopted by Council will be the basis for parks, recreation and culture planning decisions over the next 10+ years.

Section 3   Existing Studies and Data
Some homework may be required before this section can be completed as it will be necessary to find and list all directly and indirectly related studies, publications and websites that are of importance for the assessment of the current and future situation.

Section 4   Scope/Constraints/Principles
In this section, generally requirements can be listed e.g. "the community strategic plan should be concise and easily understood, the plan should include an executive summary etc." Some thought should also be given to the values and principles that are seen as being essential. For example, "a community development process will be used." The boundaries of the study. timetable or schedule, and roles and responsibilities of those involved should also be described.

Section 5   Tasks and Requirements
The specific expectations of what this plan will deliver should be outlined here. For example, completing an inventory or asset mapping of services, events, programs, funding and facilities; identifying trends and issues; examining, analyzing and making recommendations, determining appropriateness and gaps, suggesting promising practices, potential and capacity for alternative sources of fund, environmental and sustainability issues, identifying opportunities, etc.

Section 6   Implementation
Be very clear about exactly what the plan will do. For example, "Provide plan that includes short term (3-5 years), midterm (6-10 years) and long range (10+) implementation strategies showing prioritized recommendations, delegation of responsibilities, financing, and a detailed plan of action". Also determine "include when the plan will be updated or reviewed and who will be responsible for doing it".

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