# CultivateNC™

Communities Unearthing Local Talent
Inspiring Vibrant and Transformative Economies

CultivateNC™ is the new community development project of North Carolina Cooperative Extension in conjunction with NC State University. An important new component of this program is the CultivateNC curriculum. The curriculum engages communities of people in redeveloping, reenergizing, and reinventing the areas where they live, work, and play. It has been developed to encourage NC Extension Agents to explore a creativity-based community and economic development initiative that draws upon the skills and talents of the local community.

Susan Jakes Ph.D.

Jacqueline Murphy Miller

Becky Bowen J.D.

# CultivateNC™

Communities Unearthing Local Talent
Inspiring Vibrant and Transforming Economies

Economic development in the 21st century is different from any other time in history. In today's globalized marketplace innovation has become the key that allows one business to rise above the others. Corporate industries are hiring people that think outside-the-box and can solve problems or increase profits, using resourcefulness and creativity. Even small, independent family businesses are finding they cannot rely solely on the skills and knowledge passed down through generations. Today's family farmer needs to explore fresh ideas for all areas of the operation from production to marketing if they want to stay competitive. In a report put out by the Institute for Emerging Issues (New Thinking, New Jobs),

> *"Creative thinking, the kind that fuels innovation, is now the world's most valued commodity. If North Carolina is to remain competitive in this new economic era, our 21st century employment strategy must focus on creativity, imagination, and invention." (Institute for Emerging Issues, 2010.)*

This is good news for rural economies. Recent technology advances have opened a new frontier of economic opportunities in rural communities. However, if a community has been struggling for a while with a depressed economy, it may be difficult to see how it fits into today's global marketplace. The purpose of this curriculum is to provide a step-by-step process for organizing and conducting a community-based initiative for revitalizing and building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development.

NC Cooperative Extension's unique role in "'Empowering People . . . Providing Solutions" positions it to be a powerful catalyst for this work. Extension has the local relationships and tie to the Land-grant university system to build partnerships that leverage resources to meet the needs of the state and local community. This work will result in a better quality of life, and will create and strengthen jobs, businesses, and industries.

# Contents

## INTRODUCTION

**Background and Key Concepts …Page 4**

## PHASE ONE: RESEARCH AND PLANNING

**Table of Contents…Page 14**
Curriculum Guide
**Getting Started …Page 17**
Curriculum Guide
Choosing a Steering Committee
Choosing a Research Team

**Kick-off for CultivateNC …Page 25**
Introduction to Creativity-based Community Development

**Steering Committee Meeting One …Page 39**
First meeting of the Steering Committee
Overview of Curriculum
Create a History Wall

**Steering Committee Meeting Two …Page 53**
Paired Interviews
Building a Foundation for an Effective Youth-Adult Partnership
Overview of Curriculum
Clarify Roles and Responsibilities of the Research Team

**Steering Committee Meeting Three …Page 69**
Steering Committee Meets to Begin Planning the Community Workshop Logistics

**Steering Committee Meeting Four …Page 78**
The Research Team Provide Copies of the Asset Mapping Research and the Community Interview Summaries
Steering Committee and Research Team Reflect and Discuss Community Interviews and Asset Mapping

# Contents

## PHASE TWO: ENGAGING THE COMMUNITY IN A CREATIVITY WORKSHOP

**Table of Contents…Page 87**
**Curriculum Guide for Phase Two …Page 88**

**Steering Committee Meeting Five …Page 89**
The Steering Committee and the Research Team Plan and Strategize Methods for Engaging the Community

**Steering Committee Meeting Six …Page 97**
The Steering Committee and Research Team Prepare Communication Materials for Distribution

**Steering Committee Meeting Seven …Page 101**
The Steering Committee and the Research Team Finalize Community Workshop Preparations

**Convening the Community Workshop …Page 104**
Organize and Conduct a Community-based Initiative for Revitalizing and Re-building Local capacity; one that is Guided by Principles of Creative Thinking and Leads to Sustainable Development.

## PHASE THREE: IDEAS TO ACTION

**Table of Contents…Page 136**
**Curriculum Guide for Phase Three …Page 137**

**Steering Committee Meeting Eight …Page 138**
Reflecting, Evaluation, Moving Forward

**Steering Committee Meeting Nine …Page 143**
Planning the Breakfast Meetings

**GUIDELINES FOR THE RESEARCH TEAM…Page 148**

Curriculum Guide (Page 149)
Introduction (Building an effective youth-adult partnership) (Page 153)
Asset Mapping in Your Community (Page 158)
Appreciative Inquiry (Conducting Community Interviews) (Page 173)
Summarizing Research (Page 185)

**APPENDICES…Page 194**

Curriculum Guides
References
Calendar Worksheet
Evaluation Objectives

**Creative Problem Solving**
**(**Where Brainstorming Began)

In 1941, Alex Osborn wondered why some people in his advertising agency, Batten, Barton, Durston, and Osborn, displayed more creativity than others. He decided to study creativity in the workplace.

His study of the process used by creative people broke the 2,000-year-old assumption that only a unique few can produce creative ideas.

To help creativity be better put to use by all people in the workplace, he originated the widely-used process of brainstorming in 1954*…" (adapted from Hughs,1998)*

Thanks to Osborn's research we now understand that every business and organization in your community has hidden talents just waiting to be tapped.

Osborn's *Creative Education Foundation* continues to provide research and education opportunities in Creative Problem Solving (CPS)

# Introduction

**Background:** CultivateNC was initiated as a pilot program in Anson and Stanly Counties NC. The core partners included the Institute for Emerging Issues (IEI), at NC State University; Regional Technology Strategies (RTS), a nonprofit economic development organization in Carrboro NC, and NC State Cooperative Extension. The overarching goal was to develop an approach for introducing creativity-based economic development that draws upon the skills and talents of the local community.

**Creativity:** The idea of the creative economy likely brings to mind images of artists, musicians, and photographers. In fact, the creative economy is a multifaceted field that includes not only traditional artists but also occupations and enterprises that can be found in manufacturing, construction, design, science, agriculture, and technology. *Creativity is the process of generating ideas that can be used to solve problems, increase profits, or invent new products or services. (Institute for Emerging Issues, 2010.)*

Creativity has always played a role in economic development, but until recently creativity was not considered an economic driver. In an interview John Howkins author of *The Creative Economy: How People Make Money from Ideas*, noted that, "In the late 1990s there was a lot of focus on technology, on computers and Information Technology (IT): the dot.com boom, the web, the Internet…" Howkins thought that the individuals behind the technology, the ones with the ideas, deserved the acknowledgement. He felt that they were being ignored in favor of technology. (Gelfi, 2005).

The important thing to remember is that creativity is not confined to only people with artistic talents; everyone has creative ability. Creativity and innovation can help promote growth in every sector of the community. What you will find in this curriculum are the tools to help your community discover and develop its creative edge.

***About The Institute for Emerging Issues*** *The Institute for Emerging Issues (IEI) is a public policy organization that works in four main areas: economy, education, the natural and built environments, and health. They believe when people work together with a shared will and common vision, progress is smarter, more comprehensive, and enduring. Since May 2009, IEI has been actively involved in its Creativity program of work. To learn more visit: www.emergingissues.org.*

# Why should a community undertake a discussion on creativity?

Creative job growth outpaced total employment increases for the state as a whole from 2002 through 2008

**21.1% versus 13.3%**

In 2009, NC workers in creative occupations earned an average

**$59,200 per year**

NC total average income was $39,420

The Creative Industry in North Carolina supports

**300,000 JOBS**

**5.5% OF NC WORKFORCE**

**Young people seek enhanced opportunities to begin businesses, start or rise in their careers, and raise families.**

**There is a subset of the creative economy that plays a supporting role; providing education, supplies, materials, and**

**New and emerging industries, such as media arts, software design, scientific research, and even medical technology, are today capable of locating facilities in rural areas**

**Tourists and visitors, who may be seeking authentic experiences available through local arts and other recreational activities**

**Older persons may be looking for the types of amenities to be enjoyed in retirement that only a vibrant creative economy can offer.**

**Creativity Means Business**

**Sources: N. C. Arts Council, the Institute for Emerging Issues; NC Creativity Economy**

**Why should Cooperative Extension do this work?**

The process for economic development provided in this curriculum is referred to as Local Economic Development (LED.) The focus is on building relationships and better conditions for economic growth; it is not about attracting new industries or facilities.

For example: There is a NC community that hosts a manufacturing company with good job opportunities. However, the manufacturer has difficulty finding local residents that can pass the drug test, so the jobs go to people outside the community.

This is a barrier that affects the local economy but does not fall under the domain of an economic developer. This economic challenge will not be fixed by attracting a new business to the area. This is an example of local economic development where an Extension agent's essential skills, youth and family development expertise, and strong network of relationships can make a difference.

# Key Concepts

The following concepts are used throughout this Guide. A brief description is provided for each term according to its use in this document.

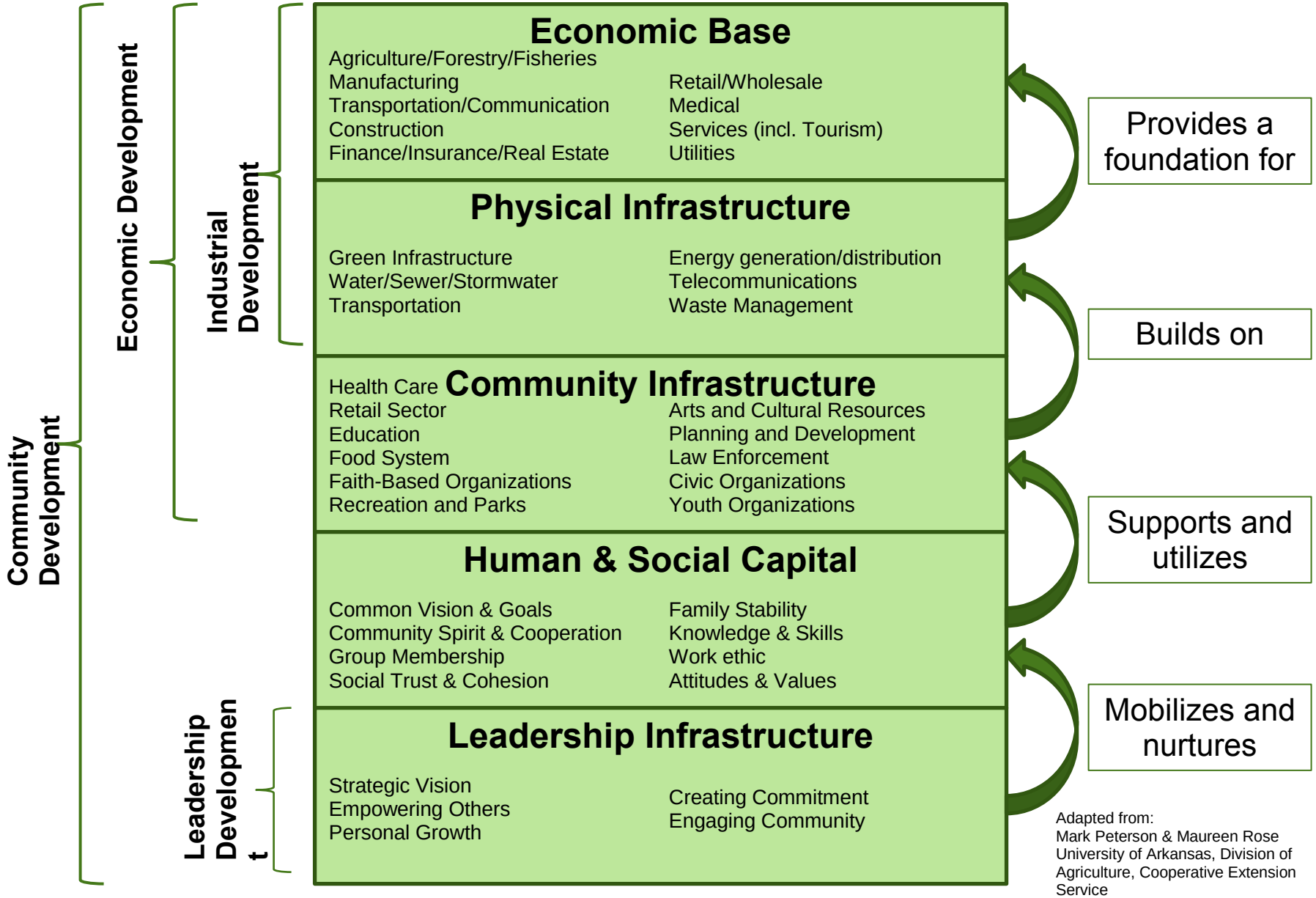
**Development focus:** Economic development is a concept that is tossed about in business and in academic circles and the meaning varies according to the circumstance. In general there are two types of development; development IN the community or development OF the community. A publication from Southern Rural Development Center offers the following description for each:

*Development "IN" the community suggests the major interest is on attracting new businesses, new facilities, or new services to the community. It represents efforts to do all that can be done to add to the physical, service, and economic infrastructure of a community. This is sometimes referred to as the "bricks and mortar" approach to community development.*

*Development "OF" the community, however, does not have the physical, service, and economic infrastructure as its major focus; at least not at first. This type of development consists of establishing, fostering, and maintaining processes in the community that encourage communication and cooperation between/among individuals, informal groups, and formal organizations. The belief is that community wide improvements (be they physical, service or economic infrastructure) cannot be fully realized unless people representing all parts of the community are involved in deciding the future of their community. So, the emphasis is on finding the talents that exist in the community and locating people with the potential to be community leaders. Building on the skills that people already have serves as the best foundation for dealing with the variety of concerns that exist in the community…. (Theodori, 2009)*

It's really not an either/or decision; the best development model includes both. Development OF the community focuses on building a solid *local base* and prepares the community for the second phase, development IN the community which focuses on industrial development. Think about it this way, if a painter does not take the time to scrape off loose paint and repair the cracks, a new coat of paint will soon give way to the problems that lie beneath the surface.

# Total Community Development Model




Adapted from:
Mark Peterson & Maureen Rose
University of Arkansas, Division of Agriculture, Cooperative Extension Service

**Principles of Creativity**

Diverse communities nurture creativity

Identify and build on your community assets.

Celebrate good memories of your community by finding and recording those things that make a community special.

Phrase “problems” as “challenges” by viewing them as opportunities for improvement.

Failure is a necessary component of success.

Take nothing for granted. Dig deep and ask the right questions.

Visualize your community as you want it to be.

Connect the dots between what you have and what you want.

Look for inspiration in what other communities are doing.

Start with a theme (goal) and work backwards to plan your implementation.

# Why apply principles of creativity to community development?

Artists and other creative thinkers often give the impression that they have engaged in a solitary endeavor when they unveil their masterpieces. Typically the opposite is true. All ideas evolve, so not surprisingly these same artists and creative thinkers have also researched, practiced, and learned from others who have greater experience in their field. So while their creation may seem to have come out of nowhere, more likely it arrived as a result of hard work and collaborative thinking, as well as a considerable number of stops and starts along the way.

Successful community development follows the same path of hard work and collaborative thinking. A community development process which engages the entire community (as opposed to a few economic development professionals) will be even more successful because communities of people breed creativity. Think of the old adage “Two heads are better than one.” Imagine the number of ideas that generate when citizens crowd together in a community workshop to build prosperity together.

**Creativity has a foundation built on three basic elements:**

- New ideas are a reconfiguration of the parts of old ones.
- Build on ideas that offer solutions to practical problems.
- Creativity is enhanced by the ability to make connections between ideas.

Applying these principles to community development empowers local citizens and leaders alike to understand that they can pave their own way to a brighter future**.**

**Traditional Strategies:** In the past, traditional community development strategies usually began with a “needs assessment” to identify local issues, problems and deficits. The problem with that approach is the focus is too small. By studying the problem under a microscope we are unable to see the whole picture – or worse yet, we come away knowing a lot about the problem, but nothing about the answer.

For example: A county in NC had a 10 percent failure rate of its septic systems. It spent significant time and money doing a study of the systems that were failing. It learned a lot about the problem, but had obtained no information on the 90 percent of systems that were working. This is SO COMMON!! If the goal of the study was to reduce the failure rate, it needed to learn what factors were in place that supported 90 percent of the systems being properly maintained and working.

## Asset-Based Community Development

The Asset-Based Community Development Institute (ABCD) is at the center of a large and growing movement that considers local assets as the primary building blocks of sustainable community development.

Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future….

School of Education and Social Policy, Northwestern University (http://www.abcdinstitute.org/)

**Asset Mapping:** Instead of conducting a needs assessment this curriculum begins by building an inventory of community assets and resources; a process known as Asset Mapping. Most communities have never taken an inventory of their assets, although they can readily identify their problems. Somewhere along the way they stopped appreciating that their community has a strong core of people with strengths and resources that when connected together can achieve remarkable accomplishments.

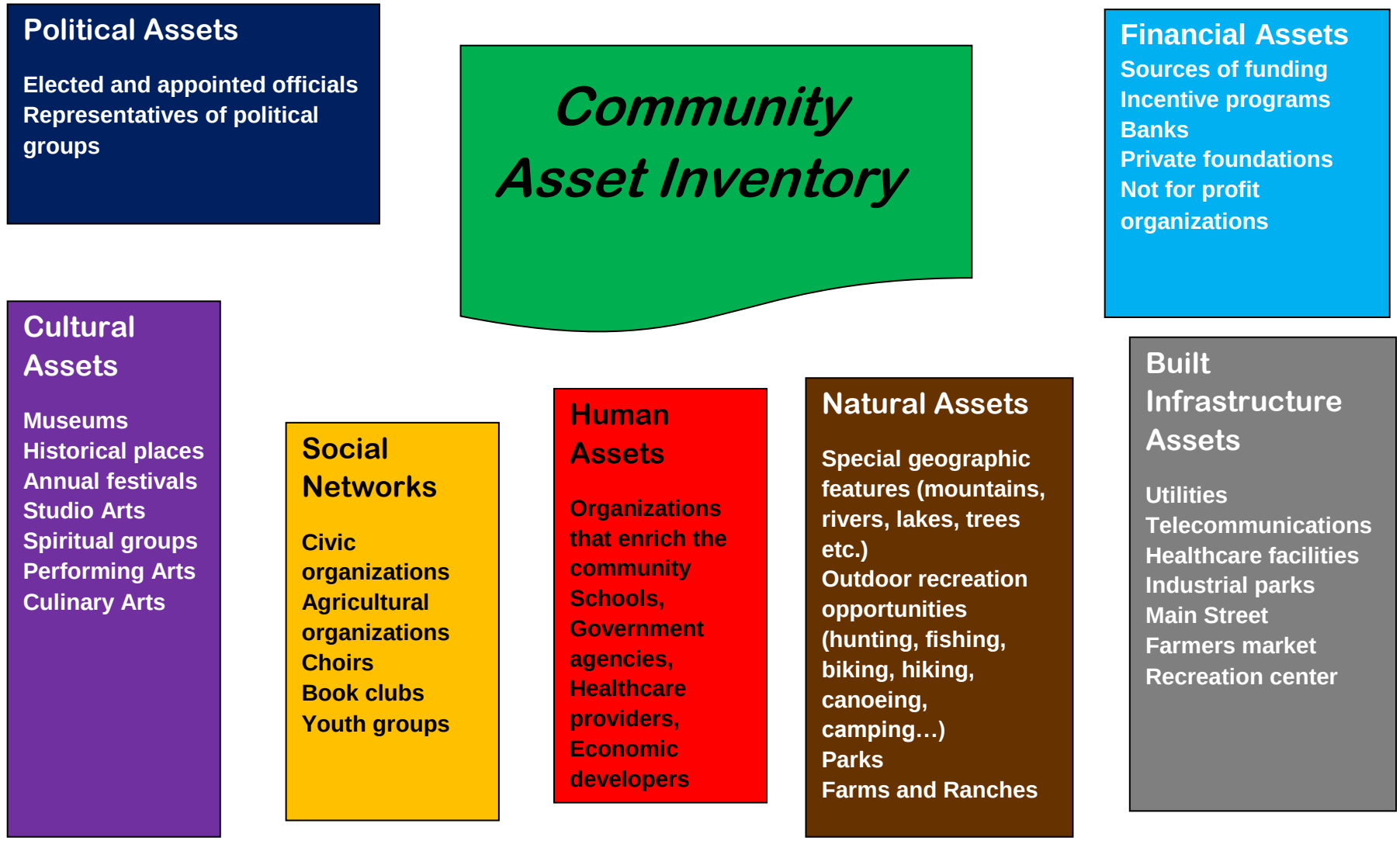
By focusing on the strengths and assets, community members discover a sense of pride and are more willing to invest themselves and their resources into neighborhood regeneration projects. The process of Asset Mapping can be used in large-scale regional initiatives, small-scale neighborhood projects, or with a target population. The size of the inventory will vary according to the needs of the project or initiative.

When complete, an Asset Mapping will provide a fresh perspective and a renewed sense of optimism; however, the real magic happens when you take the added step of linking these assets together. *Communities become stronger and more self-reliant every time residents, institutions, and informal groups are linked together in solving local problems or concerns (Beaulieu, 2012.)* Linkages of people and ideas magnify creative capacity and encourage solutions to community problems.

***Stone Soup:*** *A small town of only 800 people that suffered significantly from both trade leakage and brain drain held a series of "Stone Soup" sessions to discuss the problems facing the community. (They picked the name "Stone Soup" from the children's story about hungry soldiers looking for some food in a remote village. When the villagers refused to provide them food, the soldiers took matters in their own hands by starting a pot of soup which had nothing in it other than water and stones. The villagers were curious and asked the soldiers if they thought they could cook a tasty soup from stones and water alone. The soldiers answered yes, but added that a potato or an onion or a carrot,* etc. would make the soup taste so much better. The villagers happily brought the missing *ingredients and in the end, the soldiers and the villagers, had delicious stone soup to eat.)*

*Seeking input from citizens from all walks of life and demographics, this community asked its citizens what they all might do to make things better. They identified the lack of a youth gathering place as one of the town's major challenges. Another challenge identified by the group was the number of abandoned buildings on its Main Street. Seeing the abundance of abandoned buildings as an opportunity rather than a problem, the group envisioned one of the buildings, an old movie house, as a youth center, with the added potential of generating an entrepreneurial experience for its high school business students. Interested citizens then self-organized to purchase and renovate the building, engaging more citizens with similar interests as they planned for its future.*

*These things represent the assets you have to work with to rebuild community capacity*



**Appreciative Inquiry (AI)**

Appreciative Inquiry is a development tool developed by David L. Cooperrider and Diana Whitney (http://appreciativeinquiry.case.edu/intro/whatisai.cfm.)

Applied to organizations and communities alike, AI asks positive questions to help people not only discover the positive around them, but also to dream and ultimately design a plan or system to achieve their common destiny. It uses an interview process that collects stories from the residents about a time when the community was most exceptional.

## Looking back in order to look forward

In master choreographer Twyla Tharp's 2003 book, *The Creative Habit*, she makes the following observation:

*"Every young person grows up with an overwhelming sense of possibility. And life, in some ways, is just a series of incidents in which that possibility is either enlarged or smacked out of you."*

She goes on to say that how you adapt is your choice.

Some communities may have the sense that their future has been smacked out of them. The key to reversing this sense of hopelessness is to nurture the ability of the community to envision a different version of its current self. In other words, we are asking the people in the community to dream.

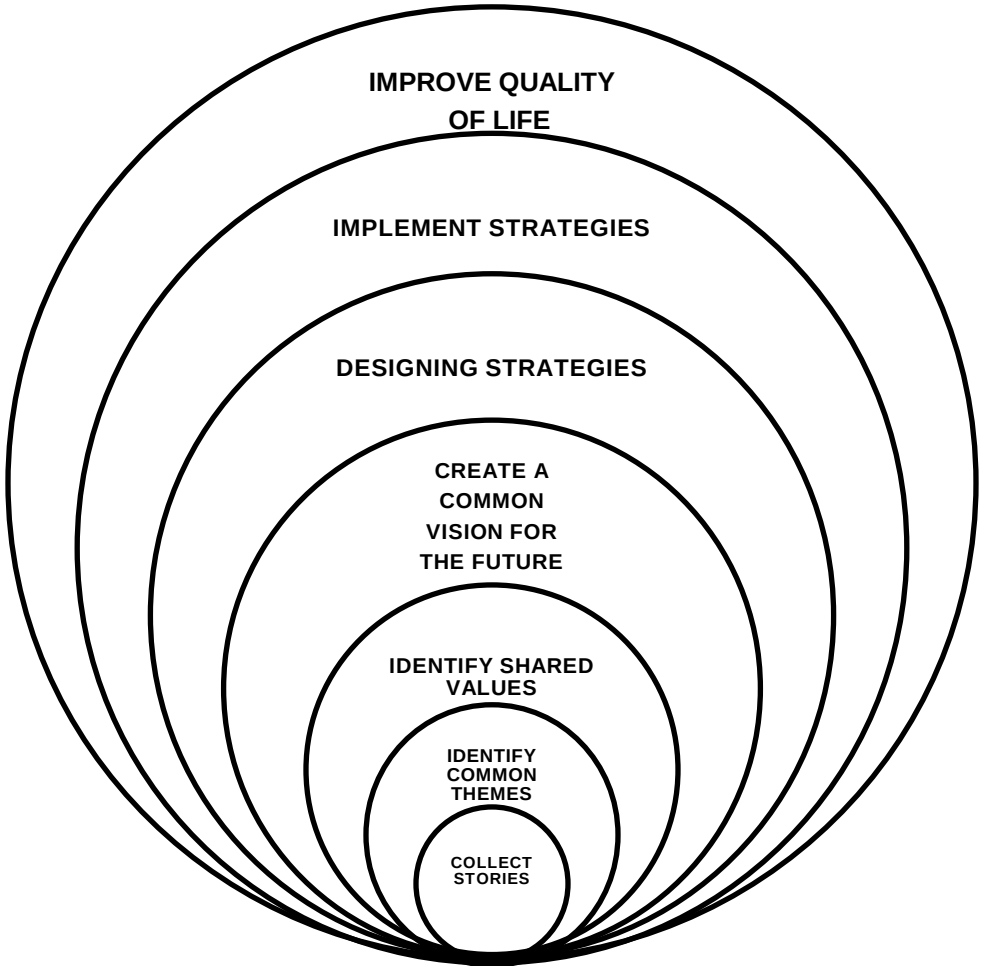
Dreaming sets the stage for developing the community vision. But before a community can construct the paragraph or two that ultimately will provide the road map to its future, it is important to pay homage to its history.

As Tharp concludes, the real secret to creativity is to "go back and remember." Giving voice to the good memories residents have of their community cements the foundation for a positive and common community vision.

**Appreciative Interviews:** For this curriculum, the Research Team will interview 20-25 community leaders from different sectors of the community. The Steering Committee and the Research Team will review the story narratives looking for trends and common themes. The objective is to develop a vision for the future that reflects the needs and aspirations of the people who call it home. (Too often, community planning strategies fail to get input from residents at the grassroots level. Without community support, even the best strategies are not sustainable.) These "future possibilities" will be presented at the Community Workshop as the starting point for discussion (AI refers to this as the dreaming phase.) The curriculum includes activities to guide the workshop participants from dreaming about future possibilities to designing a plan to make the dreams a reality.

## The Role of Appreciative Inquiry

*Appreciative Inquiry asks for stories about the community to help people not only discover the positive around them, but also to dream and ultimately design a plan or system to achieve their common destiny.*



**For Extension Agents that are New to Community Development:** The curriculum provides a step by step agenda, research tools, instructions, and a series of activities for each phase. The process is interactive; each activity builds a foundation for the next step.

**For Community Development Specialists:** This curriculum incorporates techniques and strategies that will seem familiar. You may find yourself thinking, "I already do this in my work." This was intentional. We wanted to weave into this curriculum those *Guiding Principles* used by successful development specialists, which are often learned only through experience.

**Adaptable Curriculum:** The curriculum recognizes that each community will have their unique challenges and there is no one cookie-cutter solution or process for building community capacity. We have attempted to create a curriculum that is adaptable to different issues and will provide the inspiration to think *out-side-the-box*.

The CultivateNC curriculum has been developed to encourage NC Extension Agents to explore a creativity-based community and economic development initiative that draws upon the skills and talents of the local community. It includes an adaptable model for building community capacity and incorporates a youth-adult partnership.

Whether a community is planning to build a community garden on a vacant lot, convert a polluter to a more environmentally friendly system, or create economic opportunities in their downtown area, **this curriculum provides a process for the community to participate in the creation of the solutions.** (Adapted from Abi-Nader, 2005.) The curriculum can also be adapted to work along with ongoing community programs.

The curriculum is separated into three parts. Phase 1 builds a strong leadership core and collects and prepares community data for Phase 2. Phase 2 centers around a large Community Workshop that will bring in new voices and begin to build a community action plan. Phase 3 takes the results and enthusiasm from the Community Workshop to build an ongoing community development initiative.

The role of the Extension agent is to catalyze and orchestrate the process. The curriculum timeframe will range from 10 to 12 months, if the Research Team and the Steering Committee choose to meet once monthly. An agent's monthly time commitment as a facilitator will vary, particularly if you share the responsibility with another person. Remember that most of the work done under this curriculum is by the Research Team and the Steering Committee.

# Phase One: Research and Planning

**Table of Contents…Page 14**

**Curriculum Guide…Page 15**

**Getting Started…Page 17**
- Choosing a Steering Committee
- Choosing a Research Team

**Kick-off for CultivateNC…Page 25**
- Introduction to Creativity-based Community Development

**Steering Committee Meeting One …Page 39**
- First meeting of the Steering Committee
- Overview of Curriculum
- Create a History Wall

**Steering Committee Meeting Two …Page 53**
- Paired Interviews
- Building a Foundation for an Effective Youth-Adult Partnership
- Overview of Curriculum
- Clarify Roles and Responsibilities of the Research Team

**Steering Committee Meeting Three …Page 70**
- Steering Committee Meets to Begin Planning the Community Workshop Logistics

**Steering Committee Meeting Four …Page 79**
- The Research Team Provide Copies of the Asset Mapping Research and the Community Interview Summaries
- Steering Committee and Research Team Reflect and Discuss Community Interviews and Asset Mapping

CultivateNC™
Communities Unearthing Local Talent
Inspiring Vibrant and Transformative Economies

**Curriculum Guide (Phase One)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. A copy of a complete Curriculum Guide can be found in the appendices.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Organizer activities<br>Curriculum Page 17 | Gather a core group of people who are committed to working on this program. | • Identify potential Steering Committee members<br>• Identify Research Team<br>• Create timeline | *CULTIVATE NC: Communities Unearthing Local Talent: Inspiring Vibrant and Transforming Economies (curriculum)*<br>Pages 1 to 24 |
| Date<br>Time<br>Location | Kick-off:<br>*Introduction to Creativity-based development*<br>Curriculum Page 25 | • Introduction to CULTIVATE NC:<br>• Ice breaker<br>• Expand our thinking about the creative economy<br>• Confirm Steering Committee volunteers | • Introduction<br>• What does creativity have to do with economic development?<br>• Overview of curriculum<br>• Introduce Research Team<br>• Invitation to own this work | • Information Packets with worksheets<br>• Flip charts and markers<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 1:<br>Curriculum Page 39 | • Curriculum overview<br>• Reflect on the early beginnings of the community and how it grew into the community it is today. | • Review Curriculum Organizational Flow Chart<br>• Curriculum overview<br>• Identify members to write Community Profile<br>• Create a History Wall | • Flip chart and markers<br>• Copy of the entire Curriculum<br>• Sticky wall or butcher paper<br>• Sticky notes<br>• Photos<br>• Flow Chart |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Meeting 2:<br>*Research Team Joins the Committee*<br>Time: 2.5 hours<br>Curriculum Page 53 | • The group will be interviewing each other to learn what they value most in this community and how they would like to see it grow<br><br>• Building a foundation for an effective Youth-Adult Partnership | • Paired Interviews<br>• Youth-Adult Partnership exercise<br>• Review list of planning objectives for the Research Team | • Flip chart and markers<br>• PowerPoint presentation on Youth-Adult Partnerships (located in the appendices)<br>• Loose leaf paper and pencils/pens<br>• The Research Team leader will bring the Community Interview materials<br>• Clock for timekeeping<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 3:<br>*Planning the Community Workshop*<br>Curriculum Page 69 | Planning and logistics for the Community Workshop | • Discuss Workshop logistics<br>• Identify program facilitators | • Planning and Logistics worksheet<br>• Flip chart and markers<br>• LCV or overhead projector<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 4:<br>*Review and evaluate the Community Interviews*<br>Time: 90 minutes<br>Curriculum Page 78 | Identify Community Values and Wishes for the future | • Steering Committee and Research Team reflect and discuss Community Interviews<br><br>• Identify three Wishes that reflect community values<br><br>• Plan a Vision board | • Tape<br>• Flip chart & markers<br>• Sticky wall or newsprint<br>• Sticky notes or half sheets of paper for the sticky wall<br>• Sticky dots<br>• Research Team will bring quote posters and interview packets<br>• Copies of the Asset Mapping Inventory Flow Chart |

**Guiding Principles**

In order for a community or economic development program to be sustainable it must grow from within the community.

Diverse and inclusive participation and leadership will enrich program planning and implementation.

People are more committed to ideas and plans they help create.

The goal of a creativity-based community development program is to build on the strengths, assets, and resources that exist in the community.

The key to building sustainable growth: *Every sector in the community must have the opportunity to thrive.*

Creativity is the process of generating ideas that can be used to solve problems, increase profits, or invent new products or services.

Sources: *American Community Gardening Association, Institute for Emerging Issues, Southern Rural Development Center*

# Getting Started

The first step in the CultivateNC Curriculum is to determine who will organize the program. It may be you or it may be someone you will support. In either case it should be a person with organizing/leadership experience who is interested in community development. Another option would be to have two program leaders. Using two leaders helps divide the work and responsibilities.

The next step is to gather a core group of local people who are committed to working on this program. The core group will include a Steering Committee comprised of representatives from diverse groups within the community and a youth-based Research Team.

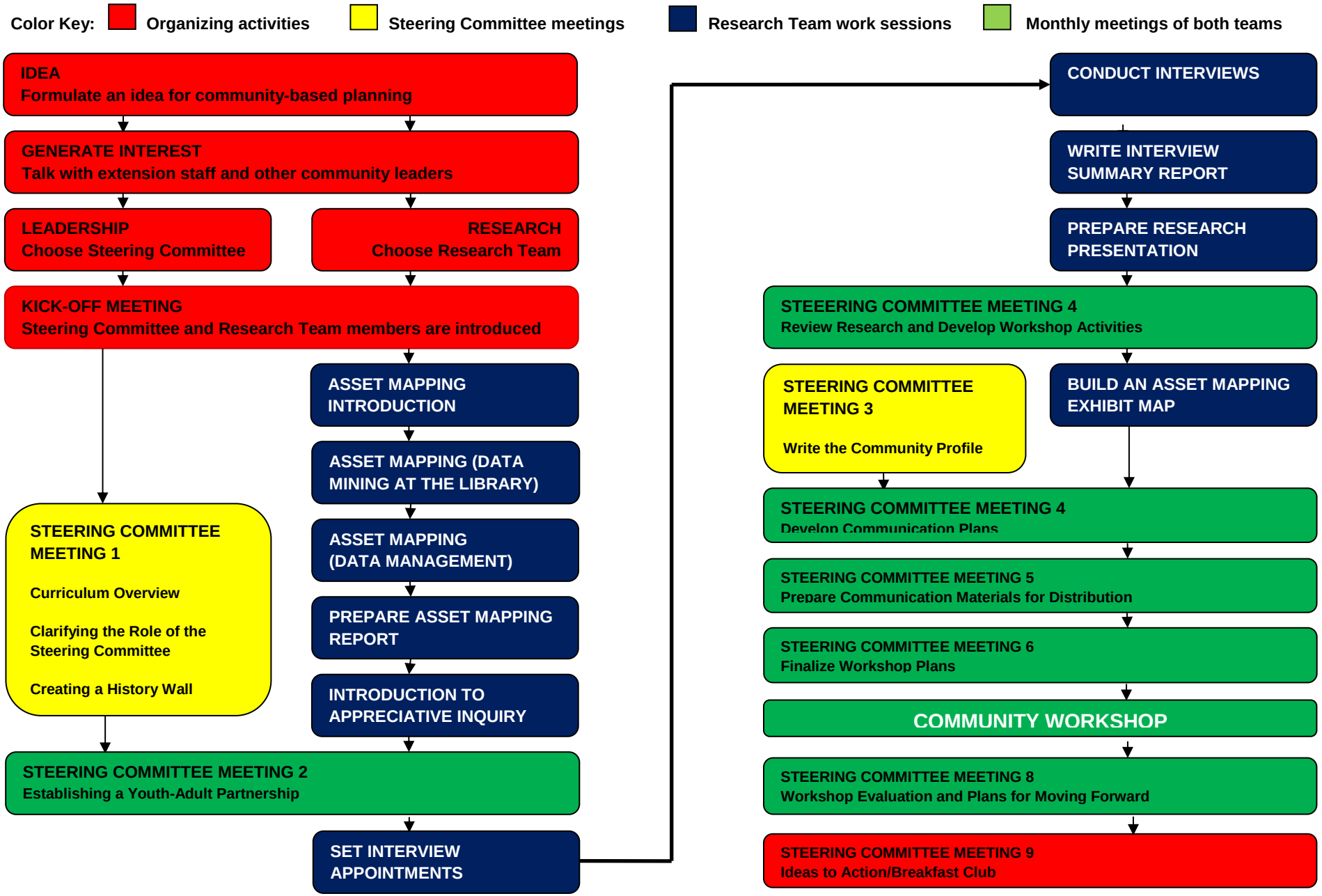
The majority of the work in *Phase One* of this curriculum will be completed by the Research Team so you will want to get a team on board as soon as possible. We suggest finding a 4-H Youth Group, high school service learning program, or students at the community college or local university. Teenagers are not often invited to participate in the process of community development and yet they have the most to gain or lose in their community's future.

For communities that are concerned about youth migration away from home, a youth-adult partnership can develop or deepen ties to the community. But most importantly these are the voices that can inspire new and innovative thinking. Youth engagement is one of hallmarks of the CULTIVATE NC Curriculum. We suggest seven team members as ideal; but the research can be completed with 4-5 volunteers. (For additional information on youth-adult partnerships see *pages 23-24*.)

It is essential that you gather a Steering Committee that is diverse and resembles the demographics of the community. Every sector of the community should participate in the process, including the youth. Suggestions for locating potential Steering Committee members are included in the next few pages.

Once you have located a Research Team, schedule a meeting with the organizing leaders and the Research Team leader to develop a timeline. Consider what time of the year would be best for offering the Community Workshop (Phase 2.) Remember to check a holiday calendar, school calendar, farm calendar, and sports calendar. You will be putting a great deal of effort into the Community Workshop and you want to have a good turnout. On the next page is an Organizational Flow Chart illustrating the curriculum process. The chart illustrates the steps, but not the timeline; that must be determined by the organizing leaders. Once you have created a tentative timeline, fill in the dates on a blank calendar template. (Check the appendices for a calendar template.) Print copies of the timeline for reference.

Organizational Flow Chart illustrating the step by step process for *CultivateNC: Communities Unearthing Local Talent: Inspiring Vibrant and Transforming Economies*



# HOW TO CHOOSE A STEERING COMMITTEE

Meeting the demands of a new global economy requires a new set of leadership roles, responsibilities, and skills. The role of the Steering Committee will feel somewhat different from the "traditional hierarchical civic structures that emphasized roles such as president, chairperson, secretary and treasurer" (Hutchinson, 2010.) The focus of the Steering Committee is less about building development strategies and more about building local capacity, so the community can take ownership of the process for growth and development. The following are some essential roles that your Steering Committee will need to assume for this work (adapted from Hutchinson, 2011.)

*Conveners* bring together true community representatives to have community conversations and co-create together.

*Connectors* link people and assets together in ways that add value.

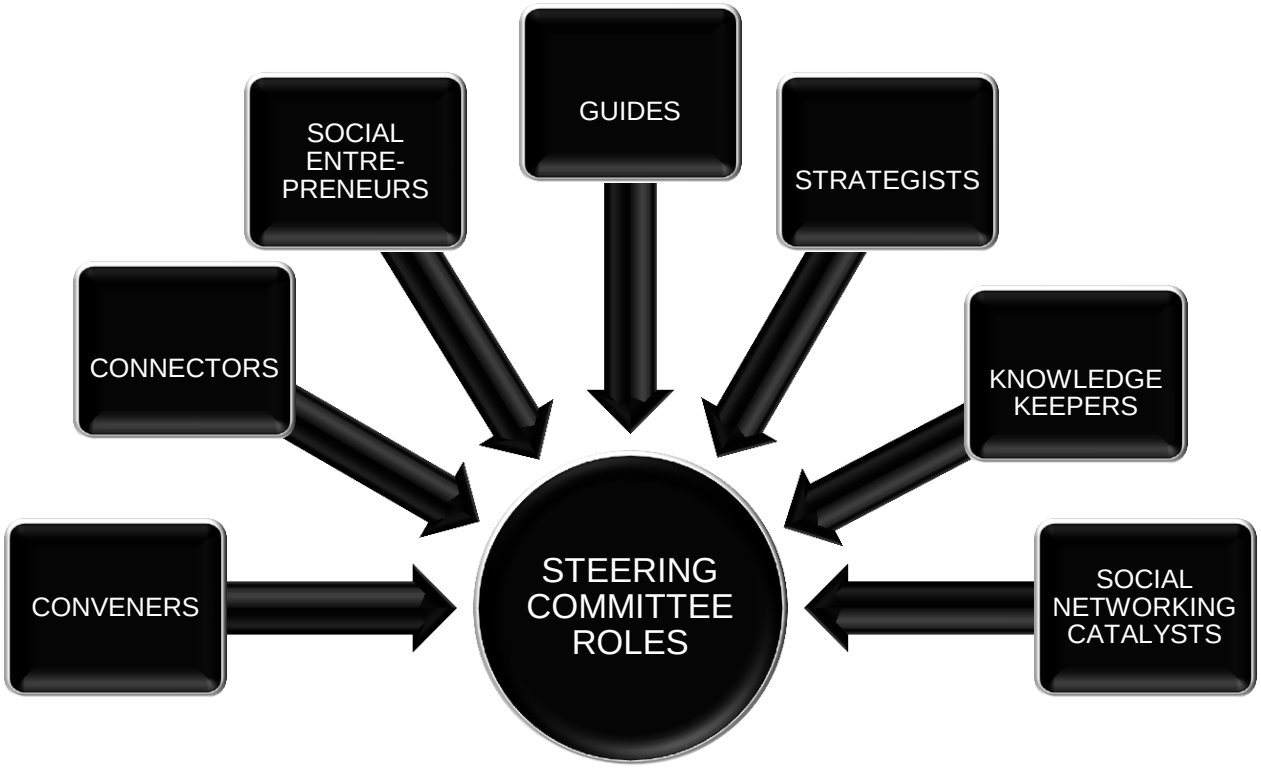
*Social Entrepreneurs* see new opportunities and ways to capitalize on them.

*Guides* are able to map complex processes so others can understand them.

*Strategists* can recognize patterns that may reveal innovative ways to move forward.

*Knowledge Keepers* are different than note takers. They distill our conversations and synthesize them into key points and patterns.

*Social Networking Catalysts* help keep the conversations going between the face-to-face meetings, using social media and other Web 2.0 tools. Networks need this special skill set.



**Composition of the Steering Committee:**

Includes 12 to 14 committee members on average

Includes one or more artists that live in the community and generate a portion of their income through their art

Includes a person who is knowledgeable about public and government funding opportunities

Includes at least two teenage or young adult members who have the flexibility to participate on a regular basis

Includes representatives of the private, academic, public, and non-profit sectors that are familiar with local issues

Includes one or more individuals with research and analytical skills; familiarity with data bases; interviewing, design, writing, and public speaking experience

*Personal traits or characteristics can make or break a team. As you formulate a list of potential members consider: people who will see the Steering Committee as a serious responsibility; people who are able to work in a collaborative spirit*

(Adapted from Bargainer et al., 2011.)

However, to be successful, much attention must be paid to assembling an inclusive and diverse Steering Committee. The selection process should go beyond the usual civic-minded volunteers to include new and under-represented voices at the table. In addition to cultural diversity, you will want to consider *different age groups, gender, skills, economic status and experience.* No one person will fill all of these roles, but an effective Steering Committee needs to have all these bases covered. This can be done by utilizing the unique skills of its members.

**Four options for recruiting Steering Committee Members:**

If you already have a community group that is familiar with and interested in the project that is a good starting point. However, to insure a diverse representation you may want to add to the group. The primary question will be: Who is not at the table that needs to be? What voices are under-represented? (See the stakeholder identification sheet page 21.)

If you are forming a new group, ask the field staff in the County Extension office to complete the Stakeholder Identification Worksheet during a staff meeting. Let them know that you are looking to recruit new voices from under-represented populations in the community.

If you are starting from scratch, try the "snowballing technique." Start with the people you know and explain to them about the types of people you are looking for and ask them for recommendations. You then contact those people and continue the process until you have filled all of the Steering Committee slots on the Stakeholder Identification Sheet. One liability of this process is that you may get the usual participants. (To extend your search parameters look at businesses and associations that cater to specific populations.) It involves some extra leg work but it is an essential requirement for a community-driven process.

For larger scale projects, it may be valuable to create a Steering Committee of respected community leaders who can give guidance on the subject matter and use their convening power to build local support for the effort. If you can get one well-respected leader in the community, others will join more readily. One liability of this process is that you may create yet another committee of decision-makers at the top. Remember that goals created at the grassroots level reflect the needs and aspirations of the community residents and have a much better chance of succeeding.

*Note: Each community has customs and traditions that affect how they make decisions. There may be a person in the community that everyone looks to for wisdom or guidance. Take some time early in the process to talk with that person, explain the initiative you are planning, and listen to their thoughts. You are not asking them to do anything, just hearing this perspective will be insightful and you may be able to gain their support.*

One strategy for comprehensively forming a committee is to use the Stakeholders Chart (below) as a guide. Write in the names of community members who might be interested in participating on the Steering Committee. Ideally the committee will have at least one representative from each category. Remember to extend your search parameters beyond the usual civic volunteers so the Steering Committee includes more than a token representation of minority or under-represented voices in your community.

**STAKEHOLDERS CHART (WORKSHEET)**

| **Financial** | **Built/Infrastructure** | **Political Capital** | **Natural/environment** | **Social Networks** | **Human Capital** | **Cultural** |
|---|---|---|---|---|---|---|
| Representatives from<br>Banks,<br>Endowments,<br>Development groups<br>Funding agencies. | Representatives from<br>Telecommunications<br>Utilities<br>Industrial parks<br>Main Street<br>Businesses | Elected and appointed officials and those with whom they work<br>Representatives of political groups | Representatives from<br>Parks<br>Outdoor Recreation<br>Farmers and Ranchers<br>Watershed and Nature groups | Representatives from<br>Civic Clubs & Associations,<br>People with links to outside resources | Facilitators<br>Educators<br>Representatives of Service Agencies and their customers<br>Economic developers,<br>Artists<br>Scientists<br>Entrepreneurs | Representatives from<br>Cultural and Religious groups,<br>Museums and Historical Associations and their support base<br>Performing arts<br>Studio art<br>Local crafts |

*This framework, developed by Cornelia and Jan Flora along with Susan Fey, provides a tool for analyzing how communities work. "These researchers found that the communities that were most successful in supporting healthy, sustainable community and economic development were considering seven types of capital, which they designated as natural, cultural, human, social, political, financial and built. In addition to identifying the capitals and the role each plays in community economic development, this approach also focuses on the interaction among these seven capitals as well as how investments in one capital can build assets in others(2008)." This chart will be used throughout this guidebook as a framework for stakeholder identification and Asset Mapping. (*[http://www.soc.iastate.edu/staff/cflora/ncrcrd/capitals.html

**Worksheet: Steering Committee Contact List**

| Steering Committee Contact | Community Capital Represented | Phone | Email | Skills, Qualities, and Diversity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Why have the youth do the community research?**

To build on youth expertise in technology and gathering information

To provide an opportunity to shift the usual power dynamic by developing the youth as the expert in the research phase

To break down barriers that may occur with adult peer-to-peer information gathering

Engaging youth in ownership decision-making, may create a vision of the community as a place to stay and raise their families

Teens usually have more discretionary time than their parents to work on tasks and projects

*Note: You may be able to locate a stipend to offer the youth/student participants. Check local organizations and state-wide opportunities for grants in community development or education.*

# Selecting a Research Team

The foundation for CultivateNC includes a significant research component. We suggest selecting a local Youth Group to take on the responsibilities for the research component. The Youth Group will partner with the Steering Committee and play an integral role in the process of Asset Mapping and conducting Community Interviews. The research process will take approximately three to six months depending on the number of researchers and the time available.

This project provides an excellent opportunity for a 4-H program, high school service-learning project, or faith-based Youth Group to gain experience in civic engagement and to acquire a deeper appreciation for the community they will inherit. Another option is to contact the local community college to see if some of the faculty would be interested in working with the Steering Committee to promote this project in the community college. Students interested in *journalism, politics, economics, human services, entrepreneurial business operations, and documentary studies (video and audio production)* would gain valuable work experience that could help build their resumes.

For communities concerned about youth out-migration, this project offers an opportunity for local youth to take an active role in building a future that includes the needs of their generation. Working together in a youth-adult partnership can develop or deepen their ties to the community. This curriculum has been written with a Youth Group in mind and provides some optional youth-adult training activities, but the research could be completed by a group of volunteers or students at a community college.

From this point forward the group will be called the “Research Team.” We want to be clear to both the Steering Committee and Youth Group participants that research is an important part of a larger process and should not be seen by either group as somehow less important. The youth-adult partnership must be fair and equitable. All participants, no matter what the age, need to feel their participation is valued and their input is important or they will quickly lose interest.

In most cases the leader of the Youth Group will be responsible for leading the Research Team. In the appendices there is a complete set of instructions and activities for the Research Team leader. Talk with your 4-H leaders. They have the appropriate training materials for Youth-Adult partnerships. Their experience and training would provide valuable assistance to volunteer leaders and they can work with Youth Groups outside the 4-H program

**Youth-Adult Partnerships**

Youth-Adult Partnerships (YAPS) are a partnership between one or more youth and one or more adults where both parties are joined together for a common goal.

YAPS are beneficial to both groups because through YAPS, both groups have a chance to learn about the other. Through this partnership, project and programmatic goals are reached in a more efficient manner.

YAPS open up new doors to not only working with a different peer group. YAPS also open up avenues to reaching expanded audiences. Because of the partnership between the youth and the adults.

YAPS are an effective way to blend generations together for multi generation and cross programmatic instruction.

## Training

The Research Team will be trained in research strategies for community Asset Mapping and data mining as well as processes for data management, analysis, and reporting. Secondly, they will receive training to develop skills in adult-youth partnerships, leadership, and interviewing. If you are working with a 4-H Youth Group, training will be provided by the 4-H leader and incorporated into their regular meeting activities. (Remember that the 4-H leader can assist with the training for any Youth Group in the community.)

Each member of the Research Team will need access to a computer with Microsoft Office. If they do not have a home computer, will they have access to a computer at the library, Extension office or with a Steering Committee member? If computers are not available, researchers can handwrite their data on a paper template. The data can be typed into an Excel spreadsheet at a later date when access to a computer has been arranged. Another option would be for one of the researchers with computer access to volunteer to perform the data entry. The team will use Excel software for data management.

## Experience

The Research Team will be encouraged to participate fully in Steering Committee meetings and Community Workshops to see first-hand how their work will become part of a larger development initiative. The intent of this youth-adult partnership is to build youth leadership and voice in community and economic development. This will not only improve the quality of the work, but will give them a greater experience in leadership and ownership of what their community can become.

You will want to bring the Research Team on board as quickly as possible Agents at the County Extension office should have some knowledge of Youth Groups in the area. Contact the local high school and community college to see if any of the faculty would be interested in participating in a community development initiative. Ideally the research process will begin even before you have confirmed a Steering Committee.

In some cases the Research Team leader will have other commitments and may lack time or necessary resources. However, with a little planning the members of the Steering Committee should be able to provide support and assistance so the Research Team leader feels confident in taking on the project. The leader will become a member of the Steering Committee.

# Kick-off: Introduction to CultivateNC™

The purpose of this curriculum is to provide a step-by-step process for organizing and conducting a community-driven initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents and resources of the local community. The next step is to plan a *Kick-off* meeting. The Research Team and all potential Steering Committee members should receive an invitation. The objective is to build interest and enthusiasm for the initiative and to confirm 12 to 15 members for the Steering Committee.

**Objectives:** 1) Bring a group of potential Steering Committee members together for an overview of CultivateNC, the work and the rewards. 2) Provide an opportunity for them to think about the commitment needed and state their willingness to participate, 3) Generate excitement over the possibilities and listen to concerns they may have if they have to resolve to participate fully.

**Materials:** Information packets and markers should be placed on the tables before participants arrive.

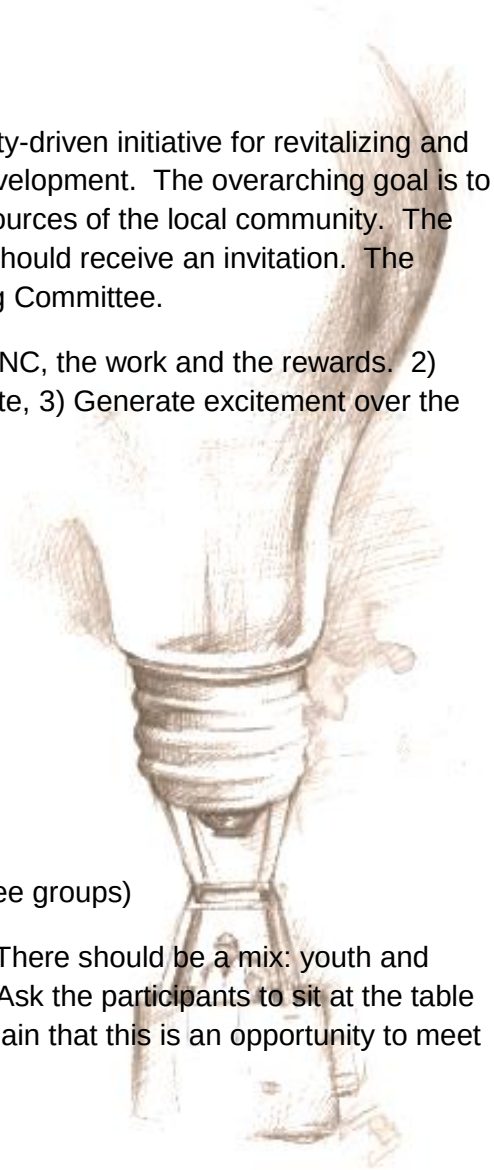
The information packets should contain in the following order:

- Blank page
- One of three stories (each person in the *work group* should have the same story)
- Principles of creativity
- Copy of Steering Committee roles
- Organizational Flowchart

(The packet is available in the Appendices.)

**Room set up:** Arrange the tables and chairs into small groups with 8 to 10 chairs in each. (Need at least three groups)

Each group represents a “work” group. Participants will remain in these work groups for the entire meeting. There should be a mix: youth and adults in each work group. As participants enter the room, assign each person a number from one to three. Ask the participants to sit at the table with the corresponding number. Some people may complain because they want to sit with their friends. Explain that this is an opportunity to meet new people in the group.



## Instructions

The first activity is an icebreaker and an opportunity to become acquainted. To save time, the information packets (listed under Materials) should be on the tables before participants arrive.

Kick-off

***Script:*** **Welcome, and thank you for coming to the Kick-off meeting for CultivateNC. We invited you here to learn about this new approach to community and economic development. (The facilitators should introduce themselves and any other program facilitators that will be working with the group.)**

**We are recruiting 12-15 members for the Steering Committee and hope by the end of the program you will feel as enthusiastic as we do. The Steering Committee will be working with a Research Team. They are also here today and I would like to introduce them to you….**

After the introductions…

***Script:*** **Economic development in the 21st century is different from any other time in history. In today's globalized marketplace innovation has become the key that allows one business to rise above the others. Corporate industries are hiring people who think outside-the-box and can solve problems or increase profits using resourcefulness and innovation. Even small, independent family businesses are finding they cannot rely solely on the skills and knowledge passed down through generations. To stay competitive, a family farmer needs to explore innovative strategies for all areas of the operation from production to marketing. In a report put out by the Institute for Emerging Issues (New Thinking, New Jobs),** ***If North Carolina is to remain competitive in this new economic era, our 21st century employment strategy must focus on creativity, imagination, and invention." (IEI, 2010.)***

**Since May 2009, IEI at NC State University has been actively involved in its Creativity program of work. Through focus groups, larger community conversations, and the 25th Annual Emerging Issues Forum, IEI has seen first-hand North Carolina's collective potential to be a creativity economy leader and a model for other states. CultivateNC was initiated as a pilot program in Anson and Stanly Counties. The core partners included the Institute for Emerging Issues at NC State (IEI), Regional Technology Strategies (RTS), a nonprofit economic development organization in Carrboro, and NC State University Cooperative Extension. The overarching goal was to develop an approach for introducing creativity-based economic development that draws upon the skills and talents of the local community.**

**This curriculum builds upon the pilot work to provide a step-by-step process for organizing and conducting a community-driven initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. This curriculum is available to Extension agents across the state. We have a full program of activities to help you get a better understanding of the curriculum and its goals, so let's get started.**

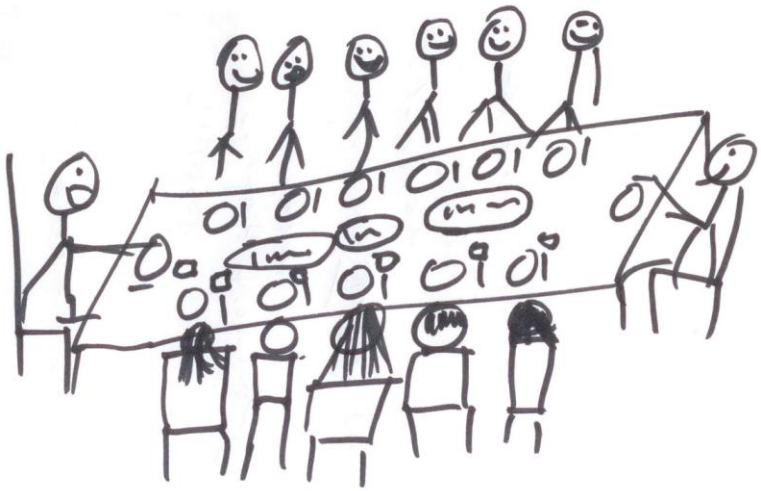
Kick-off

# Exercise 1: Introductions

**Purpose:** Icebreaker and introductions

**Time:** 30 minutes

***Script:*** **Each of you should have the information packet that we will be using throughout the program today. Please open the packet to the first blank page. This first activity is intended to be an icebreaker and to help us get acquainted. On the blank page I would like you to draw a picture to introduce your creative side. Our definition of creative is very broad. It may be in how you think, what you do, or something you make; it's not necessarily your occupation. This is not a talent contest. Those of you that can draw, please take it easy on the rest of us who do not. This exercise is quick, meant only to get across an idea or two, not a total self-description. (i.e., I love to express my creativity in cooking. I don't cook anything fancy, but love to have friends over and share a meal and conversation. I feed people. To introduce myself I may draw a simple table with people eating and talking – they would be stick people). You will have five minutes to come up with a quick drawing and then have the group members show their (probably incomplete) representations of themselves and introduce themselves to their "work" group. Does everyone have a sheet of blank paper and markers?**



# Exercise 2: What does creativity have to do with economic development?

**Purpose:** Expand our thinking about what the creative economy may mean in our community, and to see creativity as an economic driver.

**Materials:** Each table should have

- A story, 1 of the 3 stories
- pencils and note paper,
- 2 flip charts and markers

**Time:** 60 minutes

**Script: I have invited you here today to talk about the creative economy in _____ (name your community). When you think about the creative economy, images of art, music and photography are probably the first thoughts that come to mind, but in today's globalized market place, creativity and its sister, innovation has become the dance that allows one business to rise above the others. Corporations that are not typically thought of as creative are hiring people who think outside-the-box and can solve problems and increase profits using resourcefulness and innovation.**

**To begin this work we want you to think about how creativity plays a role in economic development and get some of your ideas on the table. When someone says creativity – what comes to mind? Here are some common categories of creativity.** (List ideas from the group on a flip chart)

- Expressive arts such as: music, dance, sculpture, theater, painting, etc.
- Resourceful problem solvers; these are the natural problem solvers, the tinkerers, etc.
- Unusual looking people with lots of tattoos or colorful hair or clothes
- The entrepreneur who is always coming up with and trying out new ideas
- Other ways – let your imagination run free ☺

Kick-off

**Script continued**

**All of these roles have a place in creating stronger economies. The following exercise was designed to help us develop a broader understanding of the creative economy. To get a better grasp on this idea, and to help us decide how this plays out in our community.**

## Step one

Each of the "work" groups should identify three volunteers: one to be a time keeper, a note-taker and a reporter. Distribute flip chart paper to each group while they are getting settled. Ask the groups to look at the short story that is included in their packets. The curriculum includes three stories. If you have more than three work groups its fine to use the same story for more than one group as long as everyone in the group has the same story and there are at least three groups…one for each story.

## Step two

***Script:*** **Please take a few minutes for silent reading. The note-taker should capture the story on the flip chart paper using pictures or words. As you read the story remember that creativity is not confined to only people with artistic talents; everyone has some creative ability.**

## Step three

***Script:*** **Once you have finished reading the story, take about five minutes to identify the creative elements in the story. There are no right or wrong answers. What you are looking for in these stories are examples of innovative thinking…creating new products, re-imagining old ideas, seeing unlikely connections and developing novel solutions to complex problems (IEI, 2010.) The note-taker should write a list of creative elements somewhere on the flip chart.**

## Step four

After 5 minutes,

**Script: Take a minute to finish your notes and then we are going to have the reporters from each group come up front with the flip chart paper. I distributed three stories. The reporters are going to give us a brief summary of the story that was read in their work group and then describe the creative elements identified from that story.**

~~~~~~~~~~~~~~~~~~~~~~~~~break for stories~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
~~~~~~~~~~~~~~~~~~~~~~~~~

**Story 1:**

## HAVE YOU EVER RIDDEN ON THE TAIL OF THE DRAGON?

No, it's not a roller coaster, but it's definitely a wild ride. The Tail of the Dragon is an 11-mile stretch on US 129 that crosses the North Carolina/Tennessee border and a hotspot for driving enthusiast of motorcycles and sports cars. The road boasts 318 curves with names like *Copper Head Corner* and *Hog Pen Bend.* Traversing the southwestern border of The Great Smoky Mountains National Park there are no commercial businesses, driveways or scenic lookouts to distract the driver. According to the bloggers who ride the Dragon, it's all about the asphalt.

US 129 was christened the Tail of the Dragon by Doug Snavely, a motorcycle enthusiast who first heard about US 129 from a fellow rider in 1990. Snavely and a friend had driven up from Texas for a race in Atlanta. Intrigued by the rider's description, Snavely and his friend rode north to Deals Gap, NC and took a ride on the Dragon the day they arrived. They rode the Dragon every day for the next five days.

"There is no way to describe it," said Snavely in an interview for a motorcycle documentary titled "Why they ride." Snavely and his friend went so far as to video the drive from various angles so they could show the "riders" back in Texas. You might say that Snavely was smitten, a month later he was back in Deals Gap talking with the owner of a small café/motel called the *Crossroads of Time*. Most of the motel guests were outdoor sportsmen but Snavely envisioned an entirely new clientele. Snavely took a position with the motel and initiated a promotion campaign. He knew that the promotion had to have a hook and a catchy name. The hook was 11 miles, 318 curves! And the name…well the locals called it "The Gap" short for Deals Gap, but Snavely was a bit more creative; he took a picture of a dragon and used the map of US 129 for the tail! He submitted a few articles to magazines but the advertisement for the motel, as the place to stay when you ride the Dragon, seemed to draw more attention. Snavely said that for him the campaign was less of a commercial venture and more a labor of love.

A few years later Snavely relocated to Knoxville but the legend of the Dragon continued to draw driving enthusiasts from the US, Canada, and other countries. **Today, Deals Gap is home to a small group of motorcycle enthusiasts that saw an opportunity to turn their passion into a business. The *motorcycle resort* offers riding gear, supplies, and maintenance services. According to the NC Department of Transportation in 2011 more than 400,000 vehicles took a ride on the dragon. It does not cost anything to ride the Dragon, but it's safe to assume that regional hotels, restaurants, wineries, breweries, artisans, and outfitters all benefit from the driving enthusiasts who come to tame the dragon.** *(Doug Snavely/Why they Ride, An Independent Motorcycle Documentary created by Wilkinson Brothers Inc. June 2008.)*

**Questions:**

- What are some examples of creative or innovative thinking in this story, creating new products, re-imaging old ideas, seeing unlikely connections, and developing novel solutions?
- What are the economic drivers?

**Story 2** An excerpt from *A Mess of Greens* by Elizabeth Engelhardt,

**CANNING TOMATOES: GROWING "BETTER AND MORE PERFECT WOMEN"**

"In 1909, Marie Samuella Cromer sat in the audience at a teachers' meeting in South Carolina. A rural schoolteacher in the western South Carolina town of Aiken, Cromer heard a speech about Dr. Seaman A. Knapp's boys' corn clubs that were transforming southern crop yields. According to her own retelling, Cromer raised her hand to ask, "But what are we doing for the farm girls?" She was not the first audience member across the South to ask such a question; but what made Cromer different was what she did next. She headed back home and, by 1910, had organized a girls' tomato club so "girls will not learn simply how to grow better and more perfect tomatoes, but how to grow better and more perfect women." Before long, more than five hundred thousand girls across the nation were in tomato clubs, mostly in the South; they wrote songs (about tomatoes or production), designed labels, adopted mottoes, created uniforms, won scholarships, traveled to conferences, and made hundreds of thousands of dollars in total profits….

In the North Carolina Division of Archives are dozens of brightly painted, beribboned, and bound tomato club reports. Sent to "Mrs. McKimmon" from rural girls all across North Carolina, the earliest ones dating from the 1911–1912 season, each report documented the experiences of a ten to twenty-year-old girl and her one-tenth acre of tomato plants….While today the prospect of lessons in canning could seem quintessentially domestic rather than public or career oriented, girls' reports showed that in the early 1900s, tomato clubs represented the newest modern in public science and technology… Sallie Jones of Alamance County in North Carolina's Piedmont—"Club No. 3, Member No. 7," as she called herself—illustrated her tomato booklet with neither her crop nor her finished cans, but instead with a rendering of her club's mechanical canner. With its sealed metal casing and impressive venting smokestack, the Standard Cannery she pictured emphasized the soldering, high temperatures, and chemistry mastered by tomato club girls. Jones lingered on the technology of tomato canning—and her role as the scientist or engineer in charge. She precisely detailed the process… Jones even imparted lessons on affixing labels, suggested recipes (with precise measurements), and calculated her personal yield: "Considering the drought this summer, my 1/10 acre of tomatoes has done remarkably well…. There were five dozen tomatoes used at home, and ten dozen and a half sent to market….

Some of the successes should be attributed to the tomato itself…. In the Carolinas, relatively few acres were planted in tomatoes when the clubs began. As a result, Cromer and McKimmon argued (and convincingly documented) that more profit could be made from systematically canning tomatoes than from other crops currently being grown. Mississippi, on the other hand, was already growing a surplus of tomatoes, but farmers there did not have the habit of canning so fruit lay rotting in the fields. Powell and her supporters could argue that tomato clubs reaped profits by turning those losses into easy gains. Further, tomatoes were acidic enough to be forgiving items to can; even under less than ideal circumstances (such as outside with wood fires and makeshift tables). Tomato canning produced less spoilage than, for instance, sugary fruits or fresh meats. Tomatoes held up well for canning, and the end product tasted quite good, which meant that people were willing to purchase canned tomatoes. Finally, tomatoes were easy garden plants for young girls to handle….by seeming so perfectly suited to girls, the tomato cleared plenty of space for radical challenges to gender, race, class, and science on the farm through girls' club work." **Questions: 1) Provide examples of creative or innovative thinking, re-imaging old ideas, seeing unlikely connections, or developing novel solutions? 2)** W**hat are the creative drivers?**

**Story 3**

## PEAVEY ELECTRONICS CORPORATION

An excerpt from the Regional Technology Strategies website: http://www.mscreativeeconomy.com/docs/mscreative-singles.pdf (p17)

Few people have influenced the music industry like Hartley Peavey. His company, Peavey Electronics, is a leading manufacturer of electronic instruments and amplifications systems. The Peavey guitar client list reads like a major record label, with top artists like Shania Twain and Duran Duran. Peavey systems can be heard at the Sydney Opera House, the Grand Ole Opry, and many other international cultural institutions.

You might expect a music industry giant like Peavey to come from a big music city like Los Angeles, Nashville, or New York. But for this global leader, home is Meridian, Mississippi, the city that actually gave birth to Peavey's rock and roll dreams. It was a 1957 concert that altered his life. Only 15 years old at the time, Hartley Peavey drove to the nearby town of Laurel to hear the great Bo Diddley. Then and there something changed in young Peavey, and he believed he was destined for rock and roll greatness.

The sound of Bo Diddley's legendary guitar awoke this new passion, and Peavey felt his calling was to play the electric guitar as well as the man who inspired him. As it turns out, the aspiring musician was partly right.

At the time, Peavey's father owned a small music store in Meridian and was wary of his son's rock and roll dreams. It wasn't so much that the elder Peavey disliked rock and roll music as it was that he had seen too many electric guitars returned to his store by parents whose children had quickly abandoned their rock and roll dreams. The elder Peavey tried to make a deal with his son. He could get an electric guitar as soon as he actually learned how to play the guitar. Hartley gave it his best, but his talents fell far short of his father's hopes.

Since his father would not be of assistance, Peavey knew the only option was to make his own electric guitar, and he set about crafting one with steel strings, a spare acoustic guitar, and some electrical wiring. Once the guitar was assembled, Peavey had to find a way to amplify the sound and get the same volume and quality that Bo Diddley was able to get. Using the same ingenuity that he used to make the guitar, Peavey went about the task of designing and making an amplifier. After weeks of experimentation, Peavey's homemade amplifier became a reality.

Although he did not realize it at the time, this was the beginning of Peavey Electronics' success in the music industry. In spite of giving up his dream of performing, Peavey would help revolutionize the guitar industry and the sound of amplified and electric music. Peavey Electronics began in 1965 as one man's attempt to create the highest quality product at an affordable price. In the basement of his family home, Peavey focused most intensively on the amplifiers. He *"would build one amplifier a week, go out and sell it, come back and start on another one…."*Today, more than 2000 Peavey products are distributed in 136 countries. Peavey continues to live and work in his home town of Meridian, Mississippi.

**Questions: 1)** What are some examples of creative or innovative thinking in this story, creating new products, re-imaging old ideas, seeing unlikely connections, and developing novel solutions? **2)** What are the creative drivers?

## Step five

When the reporters have finished giving their presentations, the facilitator will read the following quote:

***Script: Steve Jobs, the co-founder of Apple, said that creativity is not as mysterious as you might imagine; it's really about connecting the dots. When a people are thinking creatively, they are able to connect experiences they have had in the past and put them together in a new way. (http://www.brainyquote.com/quotes/quotes/s/stevejobs416925.html***

***Script:* "What we are going to do now is connect the dots a bit and try to represent how we think about creativity in economic development. We are not trying to 'define' the concept of creative economy because we do not want anyone to feel boxed in; this exercise is just to help us come to some group understanding that is hopefully broader than what many of us thought coming in the door today."**

Select a volunteer to write notes on a flip chart. Ask the group to reflect on what they heard from the three reporters and add anything else that they think needs to be included.

Note: (If you happen to have a creative person in the room, invite that person to take notes with pictures or symbols on a different flip chart page. It can add a fun and creative element to the discussion, but there should be no pressure on the facilitator to locate a creative person.)

## Step 6

Ask the group to locate the page in their packet titled *Principles of Creativity.*

***Script:* Artists and other creative thinkers often give the impression that they have engaged in a solitary endeavor when they unveil their masterpieces. Typically the opposite is true. All ideas evolve, so not surprisingly these same artists and creative thinkers have also researched, practiced, and learned at the feet of others who have greater experience in their field. So while their creation may seem to have come out of nowhere, more likely it arrived as a result of hard work and collaborative thinking, as well as a considerable number of stops and starts along the way.**

**Successful community development follows the same path: hard work and collaborative thinking. A community development process which engages the entire community (as opposed to a few economic development professionals) will be even more successful because communities of people breed creativity. Think of the old adage "Two heads are better than one." Imagine the number of ideas that generate when citizens crowd together in a community meeting room to build prosperity together.**

## Creativity has a foundation built on some basic principles

Applying these principles to community development empowers local citizens and leaders alike to understand that they can pave their own way to a brighter future**.**

**Principles of Creativity**

1. **Diverse communities nurture creativity.**
2. **Identify and build on your community assets.**
3. **Celebrate good memories of your community by finding and recording those things that make a community special.**
4. **Phrase "problems" as opportunities for improvement.**
5. **Failure is a necessary component of success.**
6. **Take nothing for granted. Dig deep and ask the right questions.**
7. **Visualize your community as you want it to be.**
8. **Connect the dots between what you have and what you want.**
9. **Look for inspiration in what other communities are doing.**
10. **Start with a theme (goal) and work backwards to plan your implementation.**
11. **Defy denial. Doing something is better than doing nothing.**
12. **Make it fun and keep at it.**

# Overview of Curriculum

***Script:*** **CultivateNC is divided into three phases. The first phase focuses on building a strong leadership core, using the research tools and gathering the research. (The information generated from these tools will provide the context for the Community Workshop program.) The second phase covers the process for communication and citizen engagement; it culminates with the Community Workshop. The third phase provides the tools for evaluation and suggestions on how to proceed after the Community Workshop.**

**The role of the Steering Committee will feel somewhat different from the "traditional hierarchical civic structures that emphasized roles such as president, chairperson, secretary and treasurer" (Hutchinson, 2011.) The focus of the Steering Committee is less about problem-solving and more about building community capacity to take ownership of this initiative. The Community Workshop creates an opportunity for all sectors of the community to come together and talk about what they might accomplish as a group. The following are some essential roles that the Steering Committee will need to assume in this work (adapted from Hutchinson, 2011):**

***Conveners bring together true community representatives to have community conversations and co-create together.***

***Connectors link people and assets together in ways that add value.***

***Social Entrepreneurs see new opportunities and ways to capitalize on them.***

***Guides are able to map complex processes soothers can understand them.***

***Strategists can recognize patterns that may reveal ways to move forward.***

***Knowledge Keepers are different than note takers. They distill our conversations and synthesize them into key points.***

***Social Networking Catalysts help keep the conversations going between the face-to-face meetings using social media***

## Introduce the Research Team

*Note: If the Research Team is past high school age, skip the next paragraph about teenagers and move on to the second paragraph that introduces the Research Team.*

***Script:*** **Teenagers are not often invited to participate in the process of community development and yet they have the most to gain or lose in their community's future. This project offers an opportunity for local youth to take an active role in building a future that includes the needs of their generation. Working together in a youth-adult partnership can develop or deepen their ties to the community. But most importantly, these are the voices that may help the community move into the 21st century. The intent of this youth-adult partnership is to build youth leadership and offer them a voice in community and economic development. This will not only improve the quality of the work, but give the youth a greater experience in leadership and ownership of what their community can become.**

**We are delighted that the _____ group has agreed to partner with us and we are looking forward to working with them. They will be responsible for the research component (Asset Mapping and Appreciative Inquiry.) They are encouraged to participate fully in Steering Committee meetings and Community Workshops to see first-hand how their work will become part of a larger development initiative. The information generated from these tools will provide the context for the Community Workshop program. The research component will take three to six months depending on the size of the Research Team and the time available to complete the work.**

**One objective for the workshop is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group. To meet this goal, the curriculum includes a comprehensive communications plan (Phase Two) that incorporates media and outreach activities to engage a broad spectrum of the community. It will take three to four months to execute. During that time the Steering Committee and the Research Team will also be planning the workshop logistics and the agenda. The research, planning, and preparation will take 9 to 12 months before convening the Community Workshop.**

**The curriculum for both the organizing committees and the Community Workshop is interactive. Each activity is part of a process that builds a foundation for the next step.**

Kick-off

**Like all Community and Economic Development work, we know this is not easy. It will take significant effort. As much as we would like one person to make this happen, and we just take on the role of the advisor…single person solutions don't hold a candle to what a group of committed community members can accomplish. The more divergent our thinking, the harder this may be, but the better our solutions will be. This is a chance to grow community leadership and the capacity to bring more folks into the fold of "those that DO" to make this community work. The success of this work is dependent on the commitment of the Steering Committee.**

Let's take a few minutes and share our thoughts (write notes on a flip chart):

- Why we are committing to do this work?
- What are we excited about?
- What do you need to have in place personally or as a group to be fully committed and to see this through?

Creativity Principle #11

Defy denial. Doing something is better than doing nothing.

Kick-off

**Closing activity: Plus/Delta**

Materials: 2 sheets of flip chart paper and a marker

Instructions: (Ask the group to reflect on the meeting)

The facilitator or a volunteer should take notes on the flip chart paper.

Review the list of objectives for the day.  Did we meet those objectives?

Some suggestions for additional questions are listed in the table below.

| **PLUS (What did we do well?)** | **DELTA (Where can we improve?)** |
|---|---|
| Do you feel like you have a better understanding of creativity and innovation as tools for community development?<br><br>What did you find most useful?<br><br>What key takeaways do you have?<br><br>Are there any thoughts you would like to share with the group? | What do you need to make a decision to join the Steering Committee?<br><br>Are there topics that need clarification? |

***Script:*** **The intent of this meeting is to provide an introduction and orientation to the concept behind this curriculum. The next meeting will be a true working session.  Before you leave, I would like to arrange a date for the first meeting of the Steering Committee**.  (You want to build on the enthusiasm that was generated at this meeting.) Getting a date on everyone's calendar keeps the process moving forward.

## Adjourn

# Steering Committee Meeting One

**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Objectives**

- Create a safe meeting environment for participants to take risks and nurture creativity.
- Brief overview of the curriculum
- Asking for a research volunteer, note taker, and social networking catalyst
- Create a historical timeline of the community

***Script:*** **Welcome. This is the first official Steering Committee meeting for CultivateNC. This curriculum offers a tremendous opportunity for revitalizing and rebuilding our community. Your participation is vitally important to the success of this initiative and I am looking forward to getting to know all of you and to working together.**

**The idea of the creative economy likely brings to mind images of artists, musicians, and photographers. In fact, the creative economy is a multifaceted field that includes not only traditional artists but also occupations and enterprises that can be found in manufacturing, construction, design, science, agriculture, and technology.** ***When we talk about creativity in this curriculum, we are referring to the process of generating ideas that can be used to solve problems, increase profits, or invent new products or services.*** **The important thing to remember is that creativity is not confined to people with artistic talents; everyone has creative ability. Creativity and innovation can be a value-add that promotes growth in every sector of the community. There is no one-size fits all solution for community development. What you will find in this curriculum are the tools to help your community discover and develop its creative edge.**

**These are the topics we will be addressing in today's meeting:**

- Create a safe meeting environment for participants to take risks and nurture creativity.
- Brief overview of the curriculum
- Asking for a research volunteer, note taker, and social networking catalyst
- Create a historical timeline of the community

Steering Committee Meeting One

# Activity: Curriculum Overview

**Purpose:** Review the Organizational Flow Chart,

**Room Set-up:** Work tables and chairs

**Materials:** Flip chart and markers, copies of the entire CULTIVATE NC curriculum, one for each member

**Time needed:** 45 minutes

***Script:*** **Today, we will begin with a curriculum overview. Each of you should have a packet of papers with an Organizational Flow Chart on top. A large laminated chart is resting on the easel. The chart represents a kind of road map to help us stay on target and will be available at every meeting.**

**To start the meeting I would like to go over the chart to give everyone an idea of what to expect. At the top of the chart is a color key. Red boxes represent organizing activities, the yellow boxes are Steering Committee meetings, the blue boxes are the Research Team work sessions, and the green boxes identify the joint meetings of the Steering Committee and the Research Team. The last meeting you attended was the Kick-off which is the red box about half-way down the left side of the chart. This gives you an idea of where we are and where we are going. Are there any questions about the chart?**

**The Organizational Flow Chart identifies a list of tasks and meetings but it does not include a timeline; that is up to us to determine. In general, the curriculum assumes that the joint meetings of the Steering Committee and the Research Team will occur monthly. In your packet you will also find a copy of a Deadline Calendar with tentative dates. What we want to do now is review the tentative schedule of activities and meetings based on the Organizational Flow Chart. Keep in mind the joint meetings need to be on a day and time that will work for the Research Team. This may mean that we will have to meet on a few Saturdays. I realize those are precious days but the opportunity to help the community grow is enormous and your participation is highly valued. So, let's begin to review the schedule. I would like to get your input, thoughts, and suggestions.**

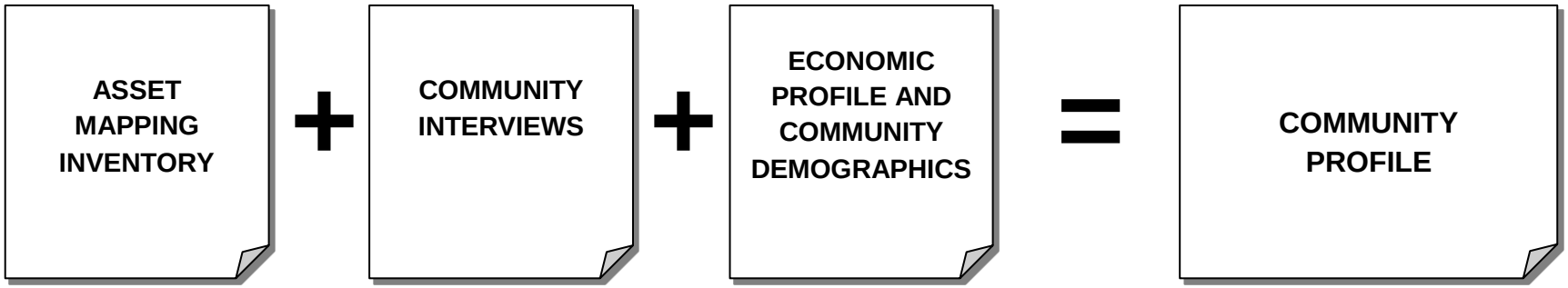
Steering Committee Meeting One

Notes: The facilitator should have a copy of the full curriculum to answer any questions concerning the length of the meetings and the activities listed on the Organizational Flow Chart. This process will provide a tentative timeline but more importantly it will give everyone an idea of what to expect and get dates on their calendars early. When the group has completed the calendar timeline, remember to thank them and move on to the next activity.

***Script:*** **Now that we have reviewed the timeline, let's take a few minutes to delve a little deeper into the curriculum phases. The first phase is the research component; there are three areas of research. The first is Asset Mapping. The Research Team should have already begun to collect information for the Asset Mapping. How many of you are familiar with the process of Asset Mapping? (A copy of a Community Asset Chart is located in your materials.) Many of us associate assets with personal assets like a car or a house. A community's assets fall into seven categories: financial, political, cultural, human, social networks, built/infrastructure, and natural. The Research Team will be gathering information in each of those categories to help us get a picture of our assets, talents, and resources. Those are the resources we have to work with on community development.**

**Asset Mapping will be followed by Community Interviews. The Research Team will be interviewing 20-25 community leaders with questions about our community: what makes it a special a place to live and how they would like to see it grow. You will learn more about this at the next meeting when the Research Team gets to practice their interviewing skills by interviewing you. The information gathered in the Asset Mapping and from the Community Interviews will highlight community strengths and will provide the context for generating ideas and envisioning a future at the Community Workshop.**

**The Steering Committee will be responsible for gathering some basic information about the community, an economic profile and community demographics. The Steering Committee will incorporate the information from all three research areas to create a *simple* Community Profile. A Community Profile provides a starting point or a measurement for comparing current and past values or future values. In your packet of papers is a template for the report and website addresses for economic and demographic data.**



## Sample Community Profile (1 of 4 pages)

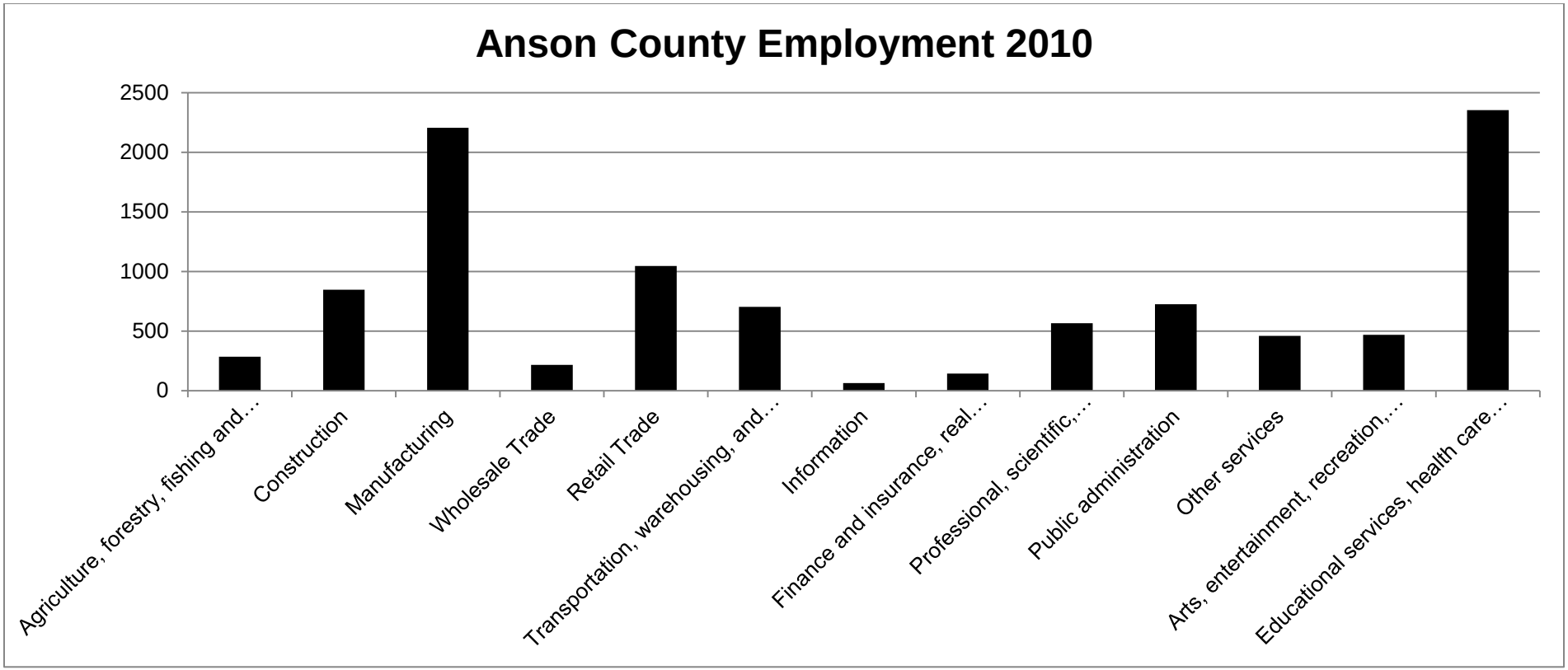
Anson County is located about 50 miles from Charlotte & 115 miles from Raleigh and bordered by Union, Stanly, & Richmond Counties and Chesterfield, SC to the South. Wadesboro is the County Seat. It has been a predominately agricultural county for more than 200 years.

Anson County is a Tier One county and one of the top 20 most economically distressed counties in North Carolina. It ranks #8 out of 100 counties; unemployment rate is 12.7 percent. Anson has seven towns and three prisons for a population of 26,948 and a poverty Rate of 25.6 percent. (The State rate is 12.3 percent) In 2009 the Median household income was $44,100. In 2011 the Median household income was $38,600; a decrease of $5,500.

Races:

- White (48.5 percent)
- Black (47.9 percent)
- Asian (1.0 percent)
- American Indian and Alaska Native (0.6 percent)

Source: Mary Chandler Beck
Assistant County Manager/ED Director, [Anson County]
March 14, 2012




Source: **US Census Bureau**: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP03

It might be valuable to identify the entrepreneurial businesses in the chart above, as opposed to businesses that are operated by non-local corporations and the number of people employed in entrepreneurial businesses.

Sample (3 of 4 pages)

**Asset Mapping Inventory:** These elements represent the assets you have to work with to rebuild community and economic capacity. When completed, an Asset Mapping Inventory of the community helps identify strengths, gaps, opportunities, and redundancies and thus can help regions make more informed decisions in strategic planning and allocating resources. The Asset Mapping research was completed by _____.

## Community Interviews

The AI process is different from other surveys. The interview questions are more probing; asking for stories, not just short answers. The interview questions centered around one main question:

> *"Communities have many things that make them unique and special; it may be some natural place, like a park or river; a culture, historical event or heritage, like the significance of a Native American tribe or the role of farm families; or the character of the people that live there. Please tell me about a time when you came to realize that this community was unique and special. It may have been an event, experience, some discovery, or time period… a time when you knew that this community was not like every other place you pass on the highway, or a time you felt a part of this place. It was a place you felt proud to call home."*

Stories are an effective tool for generating interest, building social bonds, and providing a deeper understanding of the community. Stories are also a great way to help communities get past the usual ways of doing things and to really generate new ideas that will lead to transformative change.

The Research Team, _____ interviewed ___ community leaders from different sectors of the community. The Steering Committee and the Research Team reviewed the story narratives looking to identify Community Values and ideas for growth and development. The objective was to develop a vision for the community that reflects the needs and aspirations of the people who call it home.

What follows is a brief summary of what the interviewers learned about the community, what residents' value, and how they would like to see the community grow.

1. *Open with a few examples of the most compelling stories*

2. *Add your overall sense of what was most important to the people interviewed*

3. *List the three positive Wishes that were identified from the interviews.*

    a. 1)
    b. 2)
    c. 3)

The information gathered in the Asset Mapping Inventory and from the Community Interviews will highlight the community strengths and provide the context for generating ideas and envisioning a future at the Community Workshop. **(End of Community Profile)**

**Making Connections**

One of the recommendations in the Anson/Stanly pilot program was to create a phone app to promote local wineries in Stanly County.

Misty Harris with Anson Economic Development Corporation knew that the students at Anson New Technology High School were already working on a mobile app that would offer visitors a guided tour of downtown Wadesboro. Two teachers and 30 students were researching books and manuscripts as well as collecting oral histories.

The community group approached the high school with an idea to build a partnership or collaboration. The high school group was very excited to have their work included in a county-wide initiative.

Every community will have opportunities like this and you will want to make sure that the Steering Committee and the Research Team are thinking about possible partnerships. The volunteer "connector" will be responsible for fostering this process of collaboration with other groups in the community.

**The next phase of the curriculum covers the process for citizen engagement. Too often, community planning meetings are not well attended; those people that do attend represent only a small portion of the community residents. It's like planning a concert and only the horns show up to play. (History has shown that lack of community support is the reason most initiatives fail.) To counter that barrier this curriculum includes a comprehensive communications plan. It will take three to four months to execute but worth the extra effort.**

**Today we would like to identify four or more volunteers to be responsible for the following:**

1. **Knowledge Keepers:** First it is important to document the process as we move through the curriculum. The role of the knowledge keepers (note-takers) will be to distill our conversations and synthesize them into key points and patterns and to distribute them and a few pictures by email to the committee.

2. **Strategist:** The second task is to determine one or two volunteers who would like to write a community profile. There are website links in your packet of papers for locating the information. You will have about two months to gather the information.

3. **Social Networking Catalyst:** The third task is to establish social networks for communication using social media to keep the conversations going between the face-to-face meetings (Facebook, blogs, community newsletters and other Web tools).

4. **Connectors:** Everyone on the committee has connections. There are connections that we make through work and work-related associations, religious affiliations, book clubs, choirs, Youth Groups etc. In other words, we are all connectors on some level. However, today we are looking for a volunteer who has a knack for networking and linking people together in ways that catalyze new relationships.

**Who is willing to volunteer for any of these positions?** (If there are no volunteers for the note-taker, set up a schedule for rotating the responsibility.) Note: After filling the positions, thank the committee and move on to the next activity.

Steering Committee Meeting One

# Exercise 1 – Create a History Wall

*Adapted from NCSU AFRI Asset Mapping Curriculum, not yet published*

*Youth engagement: A Celebration across Time and Culture – History Wall and Action Planning (Innovation Center for Community and Youth Development) 2008 (*http://www.theinnovationcenter.org/store/98)

**Purpose**: The goal of this exercise is to help the residents reflect on the early beginnings of the community and how it grew into the community it is today.

**Room set up:** Work tables and chairs, wall space to hang sticky wall or newsprint

**Materials**

- 6 sheets of newsprint, butcher paper, or a sticky wall
- 1 marker per participant
- Up to 5 sticky notes, or blank sheets of paper per participant
- If you have access to old photos or posters, displaying them around the timeline will add visual interest to the activity
- Flip chart

**Time:** 1 hour

## Preparation

Check with your local librarian to gather some information on the early history of the community. Ask about a time when the community was in its heyday…a time when the town was active and vibrant. Gather some old photos or posters to add interest to the History Wall. Before the meeting starts, put the newsprint or sticky wall up on the wall and draw a timeline. Divide the timeline into six columns and three rows. *A sample of the timeline is located in the appendices.*

**HISTORY WALL EXAMPLE**

| **Questions** | **Early Beginnings** | **1900-1950** | **1950-2000** | **2000 - 2013** |
|---|---|---|---|---|
| ***How societal events played out locally:*** *Political events Weather events, Immigration Segregation Railroad Wars* | | Civil Rights Vietnam War | PC Computers Internet | Election of first African American President |
| ***Significant community events:*** *Music & Art Local heritage Festivals Historical places Local cuisine, Recreation Social customs Education* | | | | |
| ***Notable local people or organizations:*** *Community leaders Artists Musicians Teachers* | | | | |

# History Wall continued

## Facilitator Notes

Each participant is given five sticky notes or half sheets of paper and markers. Begin by giving a brief overview of the town's or community/region early beginnings. Describe each of the three categories listed in the left column and give examples.

## Step one

To get the participants thinking, ask them the following questions.

***Script:***
**What is a significant memory you have of an event that happened in this community? What was happening? Who were the people involved?**
**Do you remember a significant event from the past that you heard about from a family member or in school? How did it impact the community? Who were the people involved?**
**Now that you are thinking about events that have shaped the community, jot down an event, one per sticky-note for each category on the History Wall.**

## Facilitator Note

If you are working with a large group you should ask them to break into small groups and share their information; eliminating and replacing any identical events. When complete, the participants should place their notes on the History Wall. Once all participants are finished, the Facilitator invites those present to take more sticky notes and add to the timeline any important information that was left out. Do not put notes in the last column (Future); that will be a separate activity.

**Note:** It's important to keep a sense of discovery and not let negative events dominate the energy in the room. Encourage participants to focus on positive outcomes or opportunities.

# History Wall continued

## Step two

Choose three to five probing questions that will be most useful for your work and fits what people put on the wall

Examples of probing questions:

What are some of the feelings that this raises for you about your community?
How did you feel telling your story?
What does this tell us about this community?
What have our challenges or opportunities been over time? (Note these on a flip chart.)
What gifts from the past might help us as we move into the future? (Note these on a flip chart)
Challenges or gifts evident in our history
Are there any particular trends in the dates or events that are listed on the timeline? Are there particular dates that seem significant? What was happening in the community at that time?
Is there a relationship between the important social or political events and the formation of organizations?
Tell me more about _____event.
What else happened around this time?

## Step three

***Script:*** **Envision each section on the timeline as a chapter in a book. What name would they give each chapter**?

## Step four

***Script:*** **Has the discussion about the past generated any thoughts about the future? Jot down one small wish for the future and place it on the timeline under the "Future" column. (Maybe the community used to have dances or a cafe where everyone gathered; maybe they wish the community had a local grocery store or community pool.)**

*Creativity Principle 7*

*Visualize your community as you would like it to be.*

Steering Committee Meeting One

## Instruction

Take a picture of the History Wall for reference. The History Wall will be reconstructed on a larger scale and displayed at the Community Workshop. The reconstruction could simply be a copy of the wall on a larger scale or it could be a creative project. (See page 52.)

- Ask the group if there are any volunteers that would be responsible for reconstructing the map.
- Ask the group if they have any suggestions for a club or association with an interest in local history that might want to tackle the project. This idea is NOT a requirement but a few of you may know of a high school group or another organization that would be interested in the project. Including different community groups in the process is a great way to generate interest in this initiative at the grassroots level.

**What can you do with a History Wall?**

- Hang the History Wall at the upcoming Community Workshop and ask the participants to add more information.
- A smaller version of the History Wall could be used at Steering Committee meetings to track projects
- An electronic version of the History Wall could be part of *CULTIVATE NC* website or blog
- A digital copy of the History Wall might be useful when applying for funding or grants

## Closing activity: Plus/Delta

**Materials:** Two sheets of flip chart paper and a marker

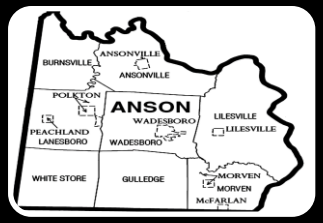
## Instructions: (Ask the group to reflect on the meeting)

The facilitator or a volunteer should take notes on the flip chart paper. Review the list of objectives for the day. Did we meet those objectives? Some suggestions for additional questions are listed in the table below.

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *What did you find most useful?*<br>*What key takeaways do you have?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

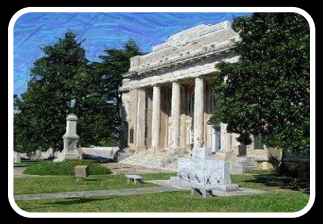
**Set a date for the next meeting (remember to use the Organizational Flow Chart as a guide) and Adjourn**

# SAMPLE: Anson County History Wall (Display Idea for the Community Workshop)




EARLY BEGINNING

- The county was formed in 1750 from Bladen County. It was named for George Anson, Baron Anson, a British admiral
- Wadesboro was established as Anson's county seat in 1783 by Colonel Thomas Wade and his brother-in-law, Captain Patrick Boggan, who offered the land. Streets were laid off and named for Revolutionary War notables

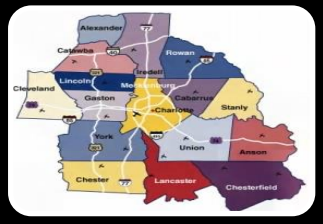


1900 - 1950

- Wadesborough gained international attention in May of 1900 when scientists gathered to observe a total eclipse of the sun. The U.S. Congress appropriated money to set up observation posts and the Smithsonian Institute sent a representative, as did the British Astronomy Society.
- In 1905, the Blewett Falls site was chosen for a hydroelectric power plant, which created a resource for industrial development.
- Blind Boy Fuller-American blues guitarist and vocalist was born in 1907
- In 1928, Susan Braswell became one of the first female mayors in North Carolina. She was mayor of McFarlan.
- Ths Ansonia Theatre was built in 1925 for vaudeville shows.

1950 - 2000

- Pee Dee National Wildlife Refuge established in 1963
- Steven Spielberg filmed The Color Purple mostly in Lilesville.
- Southern Piedmont Community College was created in 1999.
- Hugh Hammond Bennett is the Father of Soil and Water Conservation Districts
- The first conservation district was in Anson County.




2000 - 2013

- .Migration of families working in the Charlotte-Mecklenburg metropolitan area to Anson county for its quiet lifestyle because of the relatively short commute.
- The Rockingham Dragway opened in 2006, delivering the largest one-day crowd in track history, in excess of 25,000 people

# Steering Committee Meeting Two: Research Team Joins the Committee

**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that can lead to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Room Set up:** Chairs and tables arranged for small group work in teams of 6-8.

**Materials:**

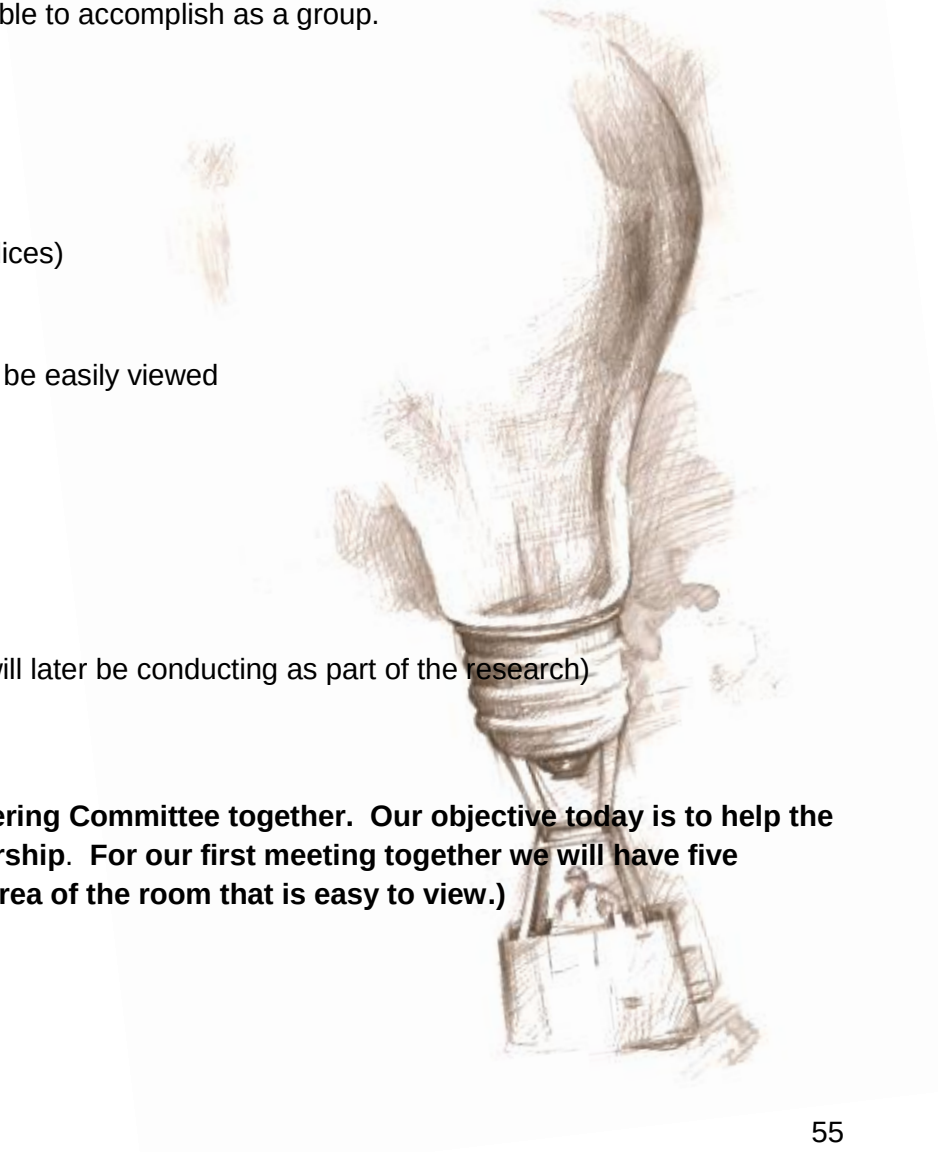
- Flip chart and markers
- PowerPoint presentation on youth-adult partnerships (located in the appendices)
- Paper and pencils/pens
- The Youth Group leader will bring the Community Interview materials
- List of ground rules displayed on an easel or hung somewhere where it can be easily viewed
- Clock for timekeeping

**Time:** 2 hours

**Objectives:**

- To revisit why we are here and what we are doing
- To get to know each other
- To let the youth begin to experience an appreciative interview (which they will later be conducting as part of the research)
- To help establish a productive youth-adult partnership
- To outline where we will be going from here

***Script:*** **Welcome. We are so excited to have the Research Team and the Steering Committee together. Our objective today is to help the groups become acquainted, and to establish a productive youth-adult partnership. For our first meeting together we will have five primary goals: (Write the *objectives* on a flip chart and hang the goals in an area of the room that is easy to view.)**



Steering Committee Meeting Two

***Script:*** **The purpose of this partnership is to organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents, and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.**

***Script:*** **Our first exercise (Paired Interviews) introduces an interviewing approach known as the Appreciative Interview. The questions in an AI interview are different because they are more probing….they ask for stories not just short answers. But, most importantly, the Appreciative Interview is different because it seeks to identify the positive elements...the good instead of the bad; the strengths not the problems. For this project, participants will be asked to tell a story about a time when they realized their community was special or unique. During the meeting as much effort as possible should be made to help the group integrate and truly get to know each other. The Appreciative Interview will be used again to interview community leaders for the research project.**

*Creativity Principle # 3*

*Celebrate good memories of your community by finding and recording those elements that make a community special*

Steering Committee Meeting Two

# Exercise 1: Paired Interviews

The purpose of this curriculum is to provide a step-by-step process for organizing and conducting a community-driven initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking that can lead to sustainable development.

Objectives: The Research Team will interview the Steering Committee using the Appreciative Interview method. In this project, the participants will be asked to describe an event that illustrates something unique or special about the community.

Time: 60 minutes

**Materials:** (These materials will come with the Research Team leader)

- Interview Instructions (1 for each person attending the meeting)
- Interview Script (1 for each person attending the meeting)
- Interview Questions (1 for each person attending the meeting)
- Interview Summary (1 for each person attending the meeting)
- Clock for keeping time

## Facilitator Note

Ask the group to break into pairs with one person from the Steering Committee and one from the Research Team. (Any remaining committee members or team members can pair up or join one of the paired groups. Explain to the group that the Research Team will be interviewing the Steering Committee to learn what they value most in this community and how they would like to see it grow. When complete, the teams will switch roles. The Steering Committee will interview the Research Team using the same questions. After the interviews the group will have seven minutes to complete their notes.

The final step will be introductions:

1. One member of each pair will introduce their partner and themselves to the group.
2. After the introduction each partner will give a brief summary from the interview and include a quote or something that jumped out during the interview, plus the three wishes. The process should take no longer than three minutes per pair.
3. Ask the group to read through the interview instructions page 56. Does the group have any comments or questions?

Steering Committee Meeting Two

Note: The facilitator should make notes on a flip chart during introductions; the note-taker should compile an additional set of notes. The title of the page is Three Wishes. Three wishes is the last interview question. The facilitator should write wishes on the flip chart and note any duplicate wishes with hash marks.

Note: The paired interviews should last about 15 minutes (7 minutes for each interview); followed by another seven minutes for writing notes. (If you have more than 26 participants (13 pairs) the process will take longer for introductions.) You will need to add approximately three minutes per pair. Watch the time.

## Instructions

***Script:*** **Think of yourself as a journalist or an anthropologist. Your goal is to really understand and be curious about the person you are interviewing. This interview is a little different than what you may have done before. This is an appreciative interview which means you are searching for stories about the community at its BEST. People are used to being asked to identify the problems in a community, so they may have to think a bit before answering. You want to focus on the most extraordinary times and events that make this community special and unique.**

**Remember to be yourself, and listen attentively and take good notes; everyone likes to share his or her knowledge with people who genuinely want to listen and learn. You will be asking the interview questions and taking notes. Write down everything you can, but don't worry about mistakes. Then, right after the interview, you will answer the questions on the summary sheet. NOTE: You will need to think if there was some significant quote from the interview that really summed up the story, so if you hear one, be sure to jot it down. You will summarize and reflect on what you heard.**

**Note**: Be sure to read both worksheets before the interview so you will be aware of what you are going to need to know by the end of the interview. Have fun and focus on getting to know what drives this person's passion for their work and this community.

*Creativity Principle #3*

*Celebrate good memories of your community by finding and recording the elements that make your community special*

# INTERVIEW QUESTIONS

Communities have many things that make them unique and special: it may be some natural place, like a park or river; a culture, historical event or heritage, like the significance of a Native American tribe or the role of farm families; or the character of the people that live there. Please tell me about a time when you came to realize that this community was unique and special. It may have been an event, experience, some discovery, or time period… a time when you knew that this community was not like every other place you pass on the highway, or a time you felt to be a part of this place. It was a place you felt proud to call home. Think of Dorothy's famous line from the Wizard of Oz. As she clicks her heels together she repeats the phrase, "There's no place like home" over and over. Why is that? What makes it special?

What was it that made it exceptional?

What was it about your community that made this extraordinary thing occur?

What part did you play in making this story happen?

What part did others play?

Now we are going to dream a bit.  Imagine the community was always as extraordinary as it was during the event you just described.  When this community is at its best, what possibilities do you see for its future?

If you had three wishes, what would you wish for your community?

1)

2)

3)

# INTERVIEW SUMMARY SHEET

Name of Interviewer (your name):

Name of person interviewed:

Identify their business, organization, or association.

What was the most quotable quote that came out of this interview?

What was the most compelling story that came out of the interview?  Use as much space as necessary.

Overall, what was your sense of what was most important to this individual?

Name three positive community values that stood out to you during the interview?

1)

2)

3)

## Instructions

1. Remember to watch the time and ask the participants to switch roles after seven minutes.
2. When the interviews are finished set your timer again for seven minutes and ask the participants to write their notes.
3. Ask the participants to begin the introductions. (Remind them to be brief, no more than two to three minutes per pair.)

***Script:*** **Now we want to introduce each other. One member of each pair will briefly introduce your partner and give us a glimpse of the story you heard. I will make a list of the community values that I hear in your stories. When the introductions are complete, ask the group if certain themes or dominant ideas stand out. Start a new flip chart page and list the themes or dominant ideas that were reflected in the interviews. This list will be posted during our meeting today as a reminder of why we care about our community.**

Note: Make sure that these notes are recorded by the note-taker. They will be referenced in Steering Committee Meeting Three.)

## Exercise Two

### Introduction to Youth-Adult Partnerships (YAPS)

*The narrative and the PowerPoint presentation were provided by Sarah Hardison Kotzian, NC Cooperative Extension*

Youth-Adult Partnerships (YAPS) are a partnership between one or more youth and one or more adults where both parties are joined together for a common goal. YAPS are beneficial to both groups because through YAPS, both groups have a chance to learn about the other and through the YAPS partnership, project and programmatic goals are reached in a more efficient manner. YAPS open up new doors to not only working with a different peer group, but also open up avenues to reaching expanded audiences because of the partnership between the youth and the adults. YAPS are an effective way to blend generations for multi generation and cross programmatic instruction.

**Purpose:** This exercise is going to set the stage for this work as a youth-adult partnership. Often when youth and adults work together there is difficulty in balancing the relationship, power, and workload. This exercise is going to help set the stage to avoid common pitfalls and have a successful partnership. If you have chosen an older group of volunteers for the Research Team, you may skip this exercise.

**Materials:** Paper and pencils/pens, PowerPoint presentation, copies of the "Tips for Building Successful Youth-Adult Partnerships" on the next page. **Time: 25 minutes**

### Instructions

Show a PowerPoint presentation on YAPS

Link to PowerPoint Presentation: http://www.ces.ncsu.edu/?attachment_id=304377

## Instructions

After the PowerPoint presentation distribute a copy of the handout, “Tips for Building a Successful Youth-Adult Partnership.”

**Script: Have any of you participated in a youth-adult partnership? Can you provide some examples of a successful partnership or a partnership that was not successful? What do you think made it successful or unsuccessful?**

Ask the group to divide into three groups for role play. Ask the groups to review the "Tips for building a successful youth-adult partnership" handout and create a brief example from one of the tips. The example could illustrate a successful YAP relationship or an unsuccessful relationship.

## Tips for Building A Successful Youth-Adult Partnership:

1. Recognize that young people should be viewed as key assets and experts for addressing the challenges and mobilizing the strengths in their own community.
2. Don't expect more from a young person than you would from an adult.
3. Treat young people as individuals; don't make one youth represent all youth.
4. Be careful about interrupting. For the partnership to work, young people must feel they are valued and respected.
5. Respect and recognize youth capabilities, and remember that partnerships operate best when they incorporates close communication, mutual learning, and shared accountability.
6. Expect the same from both youth and adult.
7. Hold both youth and adult to the same standard.
8. Have high expectations for youth.
9. Remember all youth are not the same.
10. Let youth share ideas before sharing yours.
11. Partnership does not equal parenting.

***Script:*** **Thank you for those…*Excellent…..entertaining…humorous*…examples of youth-adult relationships**. **When you look at the tips on the handout do you have other suggestions for a tip that should be included?**

Write those suggestions on the flip chart…you may want to expand the tip list at a later time

Steering Committee Meeting Two

# Exercise 3: Moving forward

## Instruction

Distribute copies of the Research Team Curriculum Guide

**Time:** 10 minutes

***Script:*** **This last activity will lay out a timeline for our work the next six months or so as we perform the background work to prepare for a larger gathering of the community**. **A Curriculum Guide is a tool that teachers use to help organize and plan their daily classroom lessons and activities. The Curriculum Guide was created for the Research Team. As you look over the curriculum you can see that it provides an outline of each work session, as well as the goals and the objectives to be accomplished. Unless otherwise noted, the work sessions will be led by the Research Team leader.**

**The first three to six months will be the busiest for the Research Team as they will be gathering data for the Asset Mapping and then conducting Community Interviews. The information generated from the research will provide the context for the Community Workshop program. The research component will take three to six months depending on the time you have available to complete the work. When the research is complete, the Research Team will reproduce the data in some type of creative display to be exhibited at the Community Workshop. The display will be one of the workshop tools. The Research Team will join the Steering Committee to help with the planning and promotion of the Community Workshop. Let's take a few minutes to review the Curriculum Guide and answer questions.**

**We will be working together on a rather long initiative and the map should help you understand the process and what to expect over the next six to nine months. If you find that there will need to be an adjustment in the timing, discuss the situation with the Team Leader. Any changes should be reported to the Steering Committee as soon as possible so they can make adjustments in their schedule.**

**Curriculum Guide (Research Team)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. We suggest that you move the map to front of the curriculum for easy reference.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Kick-Off for CULTIVATE NC:<br>Location: TBD<br>Time: 2 hours<br>Page 25 | • Introduction to CULTIVATE NC:<br>• Provide opportunity for youth to see and participate in the process of community capacity building | • Introduction<br>• What does creativity have to do with economic development?<br>• Overview of curriculum<br>• Introduce Research Team<br>• Invitation to own this work | Provided by the Steering Committee |
| Date<br>Time<br>Location | Work Session I<br>Introduction to Asset Mapping<br>Time: 1 hour<br>Page 159 | • Students will be able to identify community assets<br>• Students will be able to describe reciprocal relationships | • Read a story about a neighborhood that discovers the power of Asset Mapping<br>• Brain storm a list of community assets<br>• Review asset inventory charts | • Excel spreadsheet templates<br>• Copies of the Community Assets Chart<br>• Copies of the story, “Awakening the Power of Families and Neighbors”<br>• Pencils |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Library or<br>Resource Center | Work Session 2<br>Library Resources<br>Time: 3 hours<br>Page 166 | Expand knowledge and skills in data mining | • Learn about library resources<br>• Collect data | • Excel spreadsheet templates<br>• Copies of the Community Assets Charts filled-in during the brainstorming session at the last meeting<br>• Pencils<br>• Computer |
| Date<br>Time<br>Location | Work Session 3<br>Data Management<br>Time: 90 minutes<br>Page 170 | 1. Data management<br>2. Provide guidance and motivation to maintain focus on the project | • Inventory update<br>• Upload data into Excel spreadsheet | One or more computers |
| Date<br>Time<br>Location | Work Session 4<br>Prepare Asset Mapping Inventory<br>Time: 90 minutes<br>Page 172 | Complete data upload into Excel spreadsheet | Synthesize data and print or provide electronic copies of Asset Mapping Inventory | One or more computers |
| Date<br>Time<br>Location | Work Session 5<br>Introduction to Appreciative Inquiry<br>Time: 90 minutes<br>Page 175 | Preparing for Community Interviews | Overview of Interview Materials | • Interview Instructions<br>• Interview scripts<br>• Interview questions<br>• Interview summary guides |
| Date<br>Time<br>Location | Steering Meeting 2<br>Youth-Adult Partnership<br>Time: 90 minutes<br>Page 53 | Meet with Steering Committee | • Paired Interviews with Steering Committee<br>• Youth-Adult Partnership building activities | • Interview materials<br>• Pens or pencils<br>• Note pads<br>• Asset Mapping Inventory |
| Date<br>Time<br>Location | Work Session 6<br>Set Interview appointments<br>Time: 90 minutes<br>Page 184 | To provide the Research Team with structure and support as they begin the interview process | • Set interview appointments<br>• Conduct over-the-phone interviews | • Asset Inventories<br>• Interview materials<br>• Pens/pencils |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Work Session 7<br>Conduct Community Interviews<br>Time: 90 minutes<br>Page 185 | Research Team will *each* interview three community leaders using Appreciative Inquiry | This may be done in a group or as homework. The decision is up to the Team leader and the students | • Interview script, questions and summary materials<br>• Pens/pencils |
| Date<br>Time<br>Location | Work Session 8<br>Summarize Interview notes<br>Time: 90 minutes<br>Page 186 | Begin the process of organizing and formatting research material into a summary document | • Write brief summaries<br>• Upload summaries into Word document | • Pencils and note paper,<br>• 2 flip charts and markers<br>• Computer<br>• Spreadsheet of Asset Mapping (Excel file) |
| Date<br>Time<br>Location | Work Session 9<br>Prepare Research Materials for the Steering Committee<br>Time: 90 minutes<br>Page 191 | Gain experience in data management and presentation of materials | • Prepare poster quotes<br>• Prepare a copy of the Asset Mapping Inventory for each member on the Steering Committee<br>• Prepare a summary of Interview notes for each member on the Steering Committee | • Flip chart paper or poster board<br>• Markers<br>• Copier paper, if needed<br>• Interview summaries<br>• Asset Mapping Inventory on paper, CD's or DVD's<br>• A folder and clips to organize, protect, and transport the materials to Steering Meeting 5. |
| Date<br>Time<br>Location | Steering Meeting 5<br>Review, Reflect, and Discuss Research Materials<br>Time: 90 minutes<br>Page 89 | Gain experience working in a Youth-Adult Partnership<br>Gain experience evaluating research data and planning Project-Based Activities | • Reflect and discuss interviews.<br>• Select material to use at the workshop | • Poster quotes<br>• Masking tape<br>• Interview summaries<br>• Copies of Asset Mapping Inventory |
| Date<br>Time<br>Location | Work Session 10<br>Build an Asset Mapping display for Community Workshop<br>Time: 90 minutes<br>Page 192 | Plan displays for the Community Workshop | Create the Community Asset Map and Asset Cards | • Butcher paper or presentation board<br>• Markers and other crafting materials<br>• Index cards and labels<br>• Rubber bands<br>• Computer and printer |

Steering Committee Meeting Two

## Exercise 4: Summary and wrap up

Purpose: This will give the group a chance to wrap up any loose ends from the meeting, talk about how it went, and prepare to move forward.

***Script:*** **Now we are going to do a quick wrap up to make sure we are all on the same page, to assign any homework that needs to done, and get some quick feedback. Let's start with a Plus Delta exercise.**

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

## Instructions: (**Ask the group if they could share anything that you would consider a positive of this first meeting together. This could be anything you learned, an AHA moment you might have had, anything positive.**)

The facilitator or a volunteer should take notes on the flip chart paper.

Review the list of objectives for the day. Did we meet those objectives?

Some suggestions for additional questions are listed in the table below.

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

Thank you for that feedback. Now let's make sure we have a good list of any homework we need to do for our two groups before we begin our work. (This might be anything from the delta worksheet, it might be something mentioned before like inviting other people, anything you can think of). As we name each thing, let's make sure this gets on someone's to do list. Ok, great.

Set a date for the next meeting (remember to use the Organizational Flow Chart as a guide) and Adjourn

# Steering Committee Meeting Three: Planning the Community Workshop

**Objectives: Planning and Logistics**

- Discuss a date and location for the Community Workshop.
- Suggestions of resources for snacks and lunch (ideally, lunch will be provided by a local caterer, using local food; the menu should be fun and cater to local tastes.
- Suggestions for a guest speaker (optional).
- Define any challenges or barriers to the Community Workshop; the Steering Committee team may be able to provide answers or assistance.
- Create a list of needed materials and supplies for the Community Workshop to see if any of the Steering Committee members have resources to provide the materials or potential donors to contact.
- History Wall update provided by the committee member that volunteered to either recreate a replica of the History Wall or to find a group to design a History Wall (to be exhibited at the Community Workshop.)
- Identify facilitators for the Workshop activities.

**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents, and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Room set up:** Tables and chairs arranged for group discussion

**Materials:** Flip chart and markers. You may want to use an overhead projector or AV projector for the discussion on workshop facilitation.
The laminated Organizational Flow Chart and the Creativity Principles should be on easels or posted in a place for easy viewing.

**Time:** 90 minutes

***Script:*** **The goal of this meeting is to begin working on the Community Workshop logistics and agenda. We will use the objectives list as a guide for our discussion. The next four pages are supplemental worksheets with information to guide our planning decisions. The first two page talks about location, room set up and offer suggestions for creating a more welcoming venue. The third and fourth pages offer two options for the Workshop agenda.**

- A one-day six hour workshop, which includes a one hour lunch.
- A two-day weekend Workshop running for 3 hours on Saturday morning and three hours on Sunday afternoon. The two-day option includes a celebration dinner Sunday afternoon. The weekend option does not consume an entire day, but keeps the momentum going. *(See the flow charts, pages 72-73.)*

**Let's review the next four pages and then we will go through the Planning and Logistics objectives.**

Steering Committee Meeting Three

**Planning and Logistics Supplemental Worksheet (1 of 4)**

## Choosing a Meeting Space

Adapted from the Community Toolbox. University of Kansas. (http://ctb.ku.edu/en/tablecontents/sub_section_main_1113.aspx)

- In this curriculum we refer to the community gathering as a workshop not a meeting. A *meeting* gives off the idea of a lecture or town hall meeting but this event is neither. The Community Workshop Curriculum provides an interactive event where participants will learn about and get a chance to become involved in rebuilding their community capacity through activities and discussion.
- When you select a location, try to find a familiar place, one where people feel safe and comfortable. Make sure there is handicapped access.
- Is the space the right size?
- How people sit, whether they are hungry, and whether they can hear can make or break your planning initiative process. As a facilitator, the logistics of the meeting should be of great concern to you.
- Chair arrangements: Having chairs in a circle or around a table encourages: discussion, equality, and familiarity. Speaker's podiums and lecture style seating may make people feel less favorable for group dialogue. Avoid them at all costs.
- Places to hang newsprint: You may be using a lot of newsprint or other butcher paper during your meeting. Can you use tape without damaging the walls? Is an easel available? Is there enough space so you can keep important material visible instead of removing it?
- Refreshments: Grumbling stomachs will definitely distract participants from the meeting. If you're having refreshments, who is bringing them? Do you need outlets for coffee pots? Can you set things up so folks can get food without disrupting the meeting? Who's cleaning up afterwards? Ideally you can arrange to have some local food donated for the meeting. Otherwise you will need to determine a budget and source of funding. In either case, it will reinforce the ideas in this curriculum if you are able to support local businesses.
- Microphones and audio visual equipment, projectors, and screens: Do you need a microphone? Video cameras? Can someone set up and test the equipment before you start?
- You may want to think about what time of year would be best for offering the Community Workshop. Remember to check a holiday calendar, school calendar, farm calendar, and sports calendar. You will be putting a great deal of effort into the Community Workshop and you want to have a good turnout. Keep in mind the research process will take three to six months.

**What comes to mind when you think of New Orleans?**

Lenny Krativz, an international rock star and resident of the French quarter, said this about his home in New Orleans: "There are certain things in life I love. One is architecture. And music, culture, food, and people. New Orleans has all of that." *(New Orleans Tourism Website: http://www.neworleansonline.com/)*

Ask the Steering Committee the same question: *"What positive images come to mind when you think about our community?"*

Let's think back to our Interview responses during the second Steering Committee Meeting when we were interviewed by the Research Team. During the interview we described some of things that make our community special and unique.

Is there a way for us to draw on those qualities to make the Community Workshop event more meaningful and more inviting to the participants?

## A Creative Environment Can Be Inspiring…

Finding a good location and arranging for refreshments are critical elements to planning an event. However, while the Research Team is working on the Asset Mapping and the Community Interviews, the Steering Committee will have some time to think beyond the normal workshop agenda. The creative element can assume many forms throughout the process. For example, a community in Vermont used "art" to engage a community discussion on growth and development. The following story was excerpted from Orton Family Foundation website.

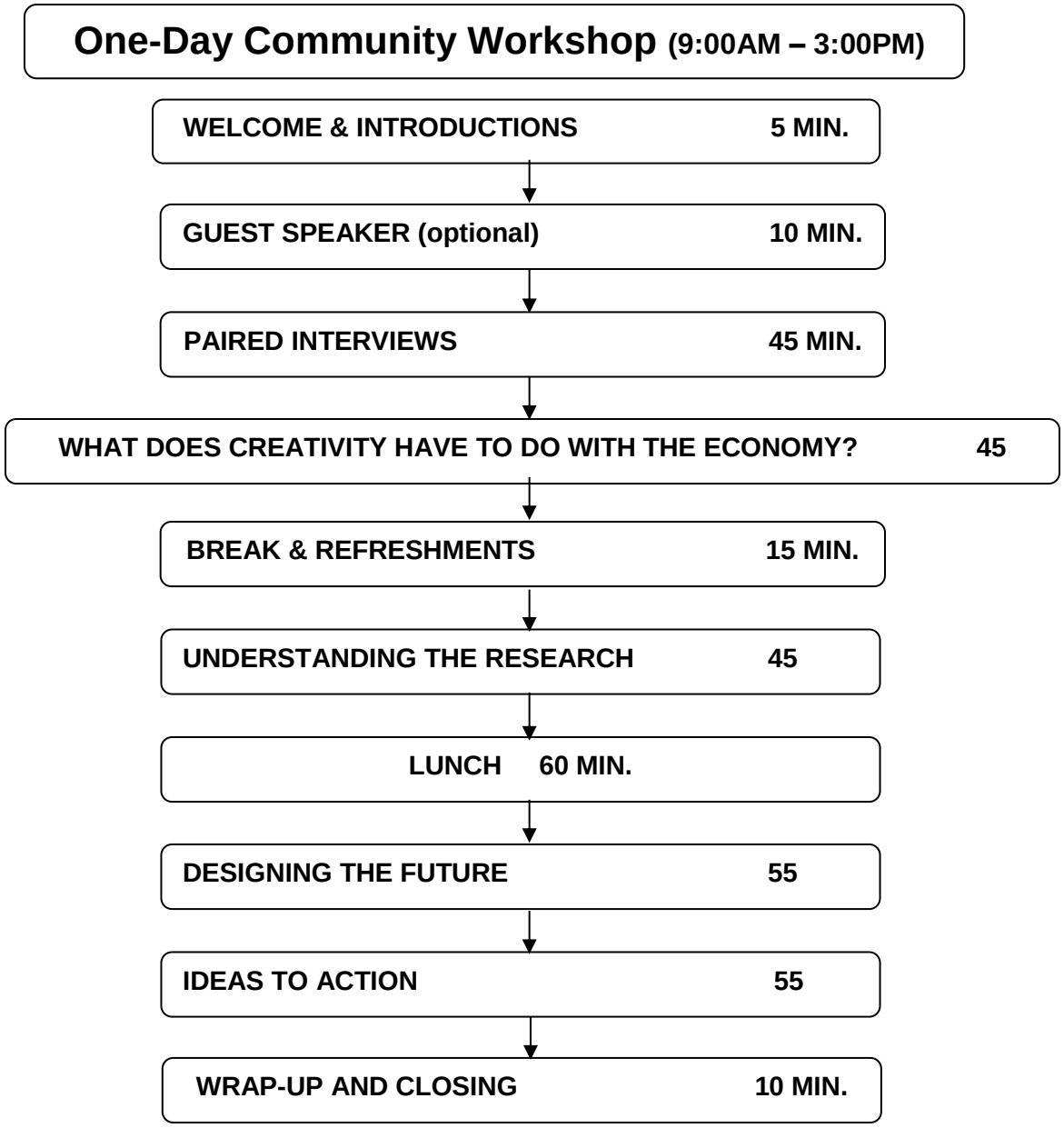
*The Art & Soul initiative used a variety of tools to engage residents in storytelling, art, conversation, and action…First, a Middlebury College class led by Professor John Elder spent three months collecting the stories of town residents. Among the 50 townspeople interviewed were elders, youth, landowners, farmers, town officials, and local historians. The storytelling phase culminated with a town-wide community supper and celebration, attended by about 250 people, at which Middlebury College students shared their final edited stories and distributed a book of Starksboro Stories to every family attending.*

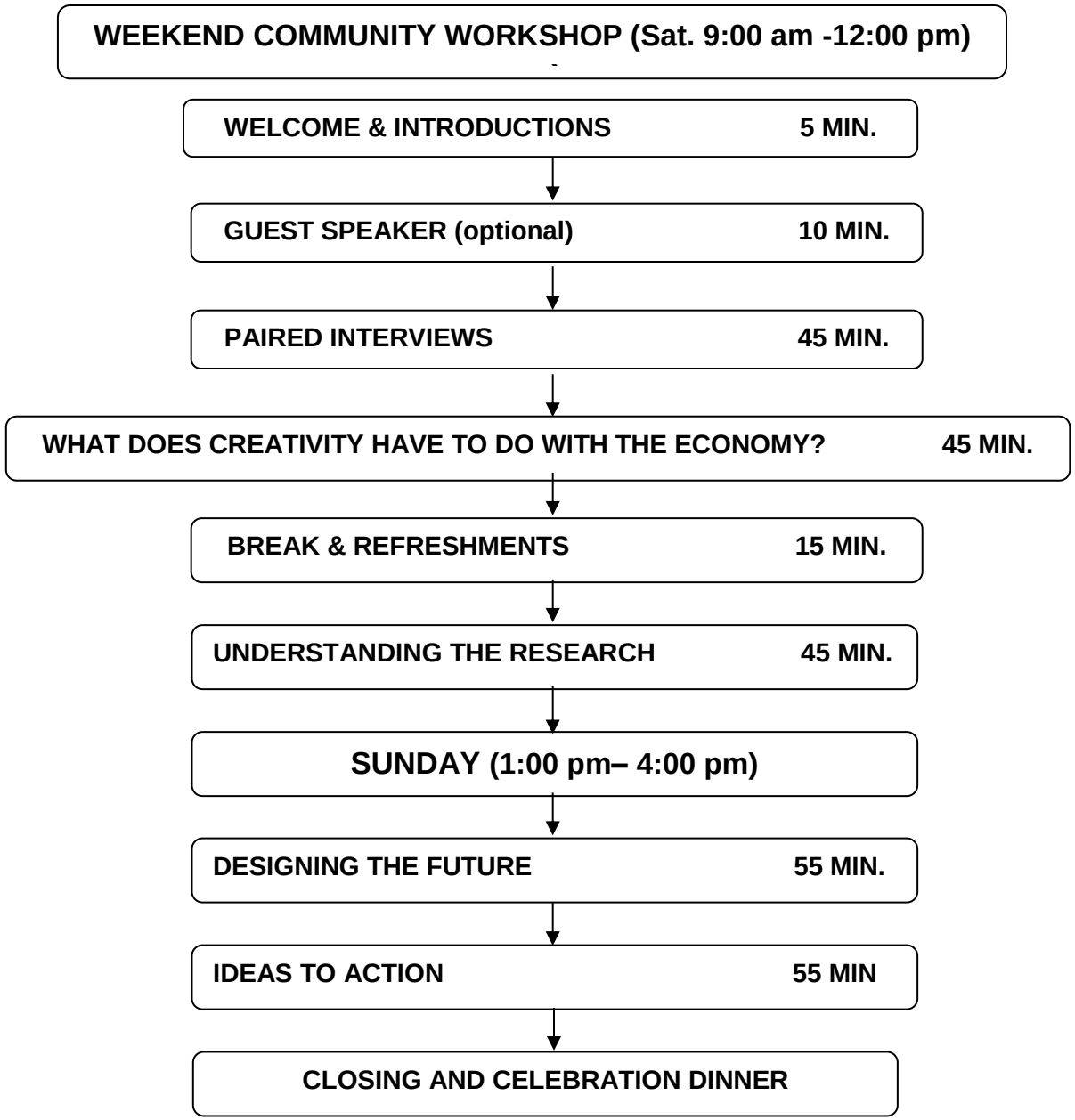
*Second, Matthew Perry of the Vermont Arts Exchange in North Bennington, Vermont was selected to serve as the Artist-in-Residence. Perry worked in the community for nine months helping residents turn some of the community stories into works of art that celebrate life in Starksboro and provoke discussion about what should be preserved or changed. Throughout the process, Starksboro hosted celebrations to showcase the artworks, facilitate conversations, and help flesh out the community's beliefs and aspirations… (For more information please visit the foundation website: http://www.planningtoolexchange.org/project/art-soul-civic-engagement)*

We are not suggesting that every community should adopt the Art and Soul initiative. We are suggesting that you consider opportunities to make the workshop more interesting, unexpected and inspiring. One way to move past the business like atmosphere is to draw on the attributes of the community and the people who live there.

**Planning and Logistics**

**Worksheet (3 of 4)**




WEEKEND COMMUNITY WORKSHOP (Sat. 9:00 am -12:00 pm)
WELCOME & INTRODUCTIONS 5 MIN.
GUEST SPEAKER (optional) 10 MIN.
PAIRED INTERVIEWS 45 MIN.
WHAT DOES CREATIVITY HAVE TO DO WITH THE ECONOMY? 45 MIN.
BREAK & REFRESHMENTS 15 MIN.
UNDERSTANDING THE RESEARCH 45 MIN.
SUNDAY (1:00 pm– 4:00 pm)
DESIGNING THE FUTURE 55 MIN.
IDEAS TO ACTION 55 MIN
CLOSING AND CELEBRATION DINNER

## Community Workshop Options

***Script:*** **Now that we have reviewed the planning and logistics worksheets, let's run through the list of objectives and identify program facilitators for the workshop. The Community Workshop curriculum begins on page 104. You may want to refer to it as you go through the list of objectives for today's meeting.**

**Planning and Logistics Objectives: (Ask for a volunteer to take notes on a flip chart)**

- Do you want to offer a one-day or two-day Workshop?
    - The one-day Workshop will take approximately six hours including a one hour lunch break. If that seems long then you may want to think about offering a weekend Workshop; that would help keep the momentum going. On Saturday the workshop hours would run from 9:00 AM to 11:30 AM, allowing the participants time in the afternoon for catching up on errands and other responsibilities. On Sunday, the Workshop could reconvene in the afternoon allowing time for Church schedules or those people who enjoy sleeping in on the weekends. The Steering Committee will need to decide which schedule makes the most sense for their group

- After deciding on a one-day or two-day Community Workshop, the group should discuss a date, time, and location

- Call for suggestions of resources for snacks and lunch (ideally, food or refreshments will be provided by a local caterer using local food. The menu should be fun and cater to local tastes

- Call for suggestions for a guest speaker (optional)

- Identify any challenges or barriers to the Community Workshop; the Steering Committee may be able to provide answers or resolutions.

- Create a list of needed materials and supplies for the Community Workshop.
    - Identify resources that might be able to donate the supplies.

- Ask for a History Wall update provided by the Committee member who volunteered to either recreate a replica of the History Wall or to find a group to design a History Wall (to be exhibited at the Community Workshop)

- Identify facilitators for Workshop program activities

Steering Committee Meeting Three

**Please look over the list of activities and choose the tasks that are of the most interest. We suggest that you choose one exercise to facilitate and one or two activities to assist. However, some people are more comfortable leading a group exercise and may choose to facilitate two or three related activities.** *(It may be easier to prepare this list before the meeting and to display it from an AV projector or an overhead projector.)*

**As we look through this list, it would be helpful to identify facilitators and assistants for the following list.**

1) **Welcome and introductions**
    - Facilitate
2) **Exercise 1: Get acquainted activity (Paired Interviews, see curriculum page 55 )**
    - Facilitate
    - Assistant
3) **Exercise 2: What does creativity have to do with economic development? (See curriculum page 28)**
    - Facilitator
    - Assistant
4) **Workshop exhibits**
    - **Community Asset Mapping inventory (presented by the Research Team)**
    - **History Wall (presented by a member of the Steering Committee)**
    - **Vision board (Volunteers from the Research Team and Steering Committee will provide a brief presentation)**

5) **Exercise 3: What is our starting point? Understanding the Asset Mapping research (see curriculum page 114)**
    - Facilitator
    - Assistant
6) **Exercise 4: What do we want to do? Taking the findings to design a vision for our community (see curriculum page 119)**
    - Facilitator
    - Assistant
7) **Knowledge keepers (note-takers)**
    - 9-11 AM
    - 11-1 PM
8) **Materials and supplies** (The supplies could be secured by a single designated person(s) or the supplies for each activity could be secured by the activity facilitator.)
    - Chair
    - Assistant
9) **Food and refreshments**
    - Chair
    - Assistant

Steering Committee Meeting Three

## Action steps for the next meeting

- The next meeting will include a presentation and activities with the Research Team.
- The Community Profile committee should be finalizing their economic profile.

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

## Set a date for the next meeting (remember to check the Organizational Flow Chart and deadline calendar)

## Adjourn

# Steering Committee Meeting Four**:**
# Using the Research Data for Planning Economic Development

**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

## Activity: Reflect and Discuss Community Interviews

## Introduction

Stories are a great way to help communities get past the usual ways of doing things and can help generate new ideas that will lead to transformative change.

**Objectives:** 1) Meet with the Research Team, 2) reflect and discuss Community Interviews, 3) select five or six themes from the interviews to use at the Community Workshop.

**Room Set up:** Table and chairs arranged for small group work (6-8)

**Time:** 90 minutes

**Materials**

- Tape for hanging the quote posters
- Markers
- Flip chart paper
- Sticky wall or butcher paper
- Sticky notes or index cards
- Sticky dots
- Research Team will bring quote posters and interview packets
- Copies of the Asset Mapping inventory for each Steering Committee member

*Creativity Principle #6*
*Take nothing for Granted.*
*Dig deep and ask the right questions.*

Steering Committee Meeting Four

## Facilitator Notes

The Research Team leader should bring the copies of interview notes and the quote posters to hang on the wall. Ask the team to hang the quotes as soon as they arrive.

## Step one

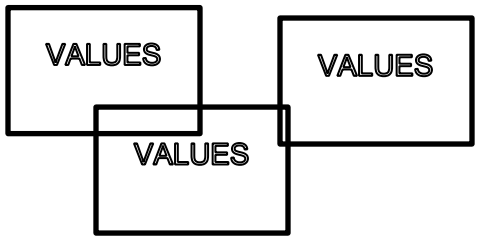
Research Team members will read the quotes they selected and reflect on why that specific quote stood out to them or was in some way significant.

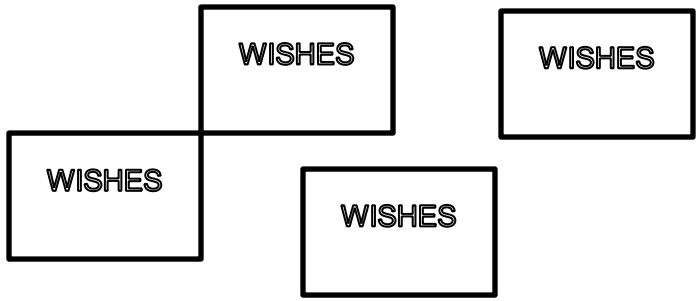
(20 minutes)

## Step two

Ask the Research Team members to pair up with their original partners from Steering Committee Meeting Two when the Research Team conducted a practice interview. If their partner is not there, pair them with someone else; try to pair adults and youth. The Research Team leader will distribute the interview notes and the summary sheets. The partner teams should take about 15-20 minutes to review the interview notes and reflect on what was learned. *(Each pair of partners will only review the three interviews that were collected by the Research Team member with whom they are partnered.)* Any Committee members without a Research Team partner should sit in with one of the partner teams. After reviewing and discussing the interview summaries, the partners should do the following:

1. Select one story to share with the whole group.
2. Write three community values (from the interview notes), one per sticky-note and place all of the "values" on the wall.
3. Write the three "wishes" that were identified in the interview notes, one per sticky-note and place all of the wishes on a different section of the wall



## Step three

Discovery (Time 1 hour)

The partners should rejoin as a group for discussion. The Facilitator will have written the following questions for discussion. (The facilitator or a volunteer should take notes on the flip chart; the note-taker should include the values and wishes in the meeting notes.)

Ask each team to share one story with the group. After hearing all the stories, the Steering Committee Facilitator will ask the group to discuss the following questions.

1. What were the most compelling or life-giving stories?
2. Overall, what was your sense of what was most important to the people interviewed?

## Facilitator note

Ask a couple of volunteers to come up and group the Community Values into themes or dominant ideas on the sticky wall. Then, have the group come up with names or titles for the groups of Community Values.

Ask the volunteers to group the Community Wishes and write them on a separate sheet of flip chart paper. Ask the group to review the wish list. Do the wishes reflect the Community Values? If not, the wish may be removed from the list or reworded so it is more consistent with Community Values. *Be sure the wishes represent things you WANT to see grow in your community.*

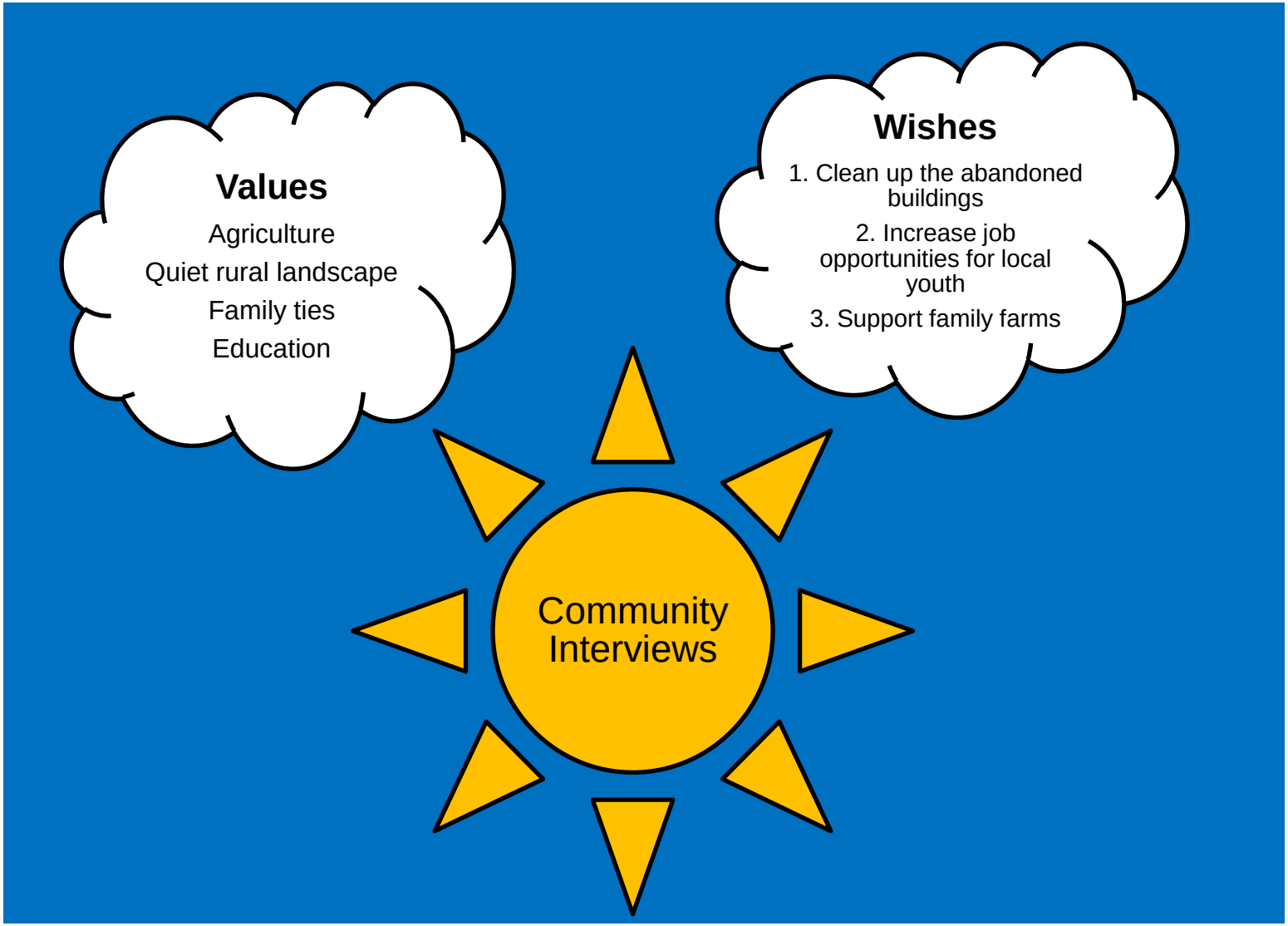
When this is done, give each meeting participant three sticky dots and have them place them by their highest priority *wish*. They may vote more than once for a wish, or may use their dots on three different wishes. Make sure the note-taker records the Community Values and Wishes in the meeting notes.

Ask for volunteers to create a Vision board of Community Values and Community Wishes to be displayed at the Community Workshop. (See the sample chart on the next page.)

*Creativity Principle #7*

*Visualize your community as you want it to be.*

**Vision board (Sample)**



Steering Committee Meeting Four

## Action steps for the next meeting

- Write Community Profile and bring a draft to the next meeting (see sample profile on the next page)
- The next meeting will focus on the process for *Engaging the Community, Outreach, and Media* to promote the Community Workshop.
- Planning and Logistics will provide an update
- If a date and location for the Community Workshop has not been confirmed those details should become a priority.

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

## Schedule a date for the next Steering Committee meeting (check the Organizational Flow Chart and the deadline calendar)

Keep the Research Team involved. Let them know about upcoming meetings and try to schedule meetings at times they can attend. Be sure to let them know that they are valuable team members and that you hope they will continue to participate.

## Adjourn

## Sample Community Profile (1 of 4 pages)

Anson County is located about 50 miles from Charlotte & 115 miles from Raleigh and bordered by Union, Stanly, & Richmond Counties and Chesterfield, SC to the South. Wadesboro is the County Seat. It has been a predominately agricultural county for more than 200 years.

Anson County is a Tier One county and one of the top 20 most economically distressed counties in North Carolina. It ranks #8 out of 100 counties; unemployment rate is 12.7 percent. Anson has seven towns and three prisons for a population of 26,948 and a poverty rate of 25.6 percent. (The State rate is 12.3 percent) In 2009 the Median household income was $44,100. In 2011 the Median household income was $38,600; a decrease of $5,500.

Races:

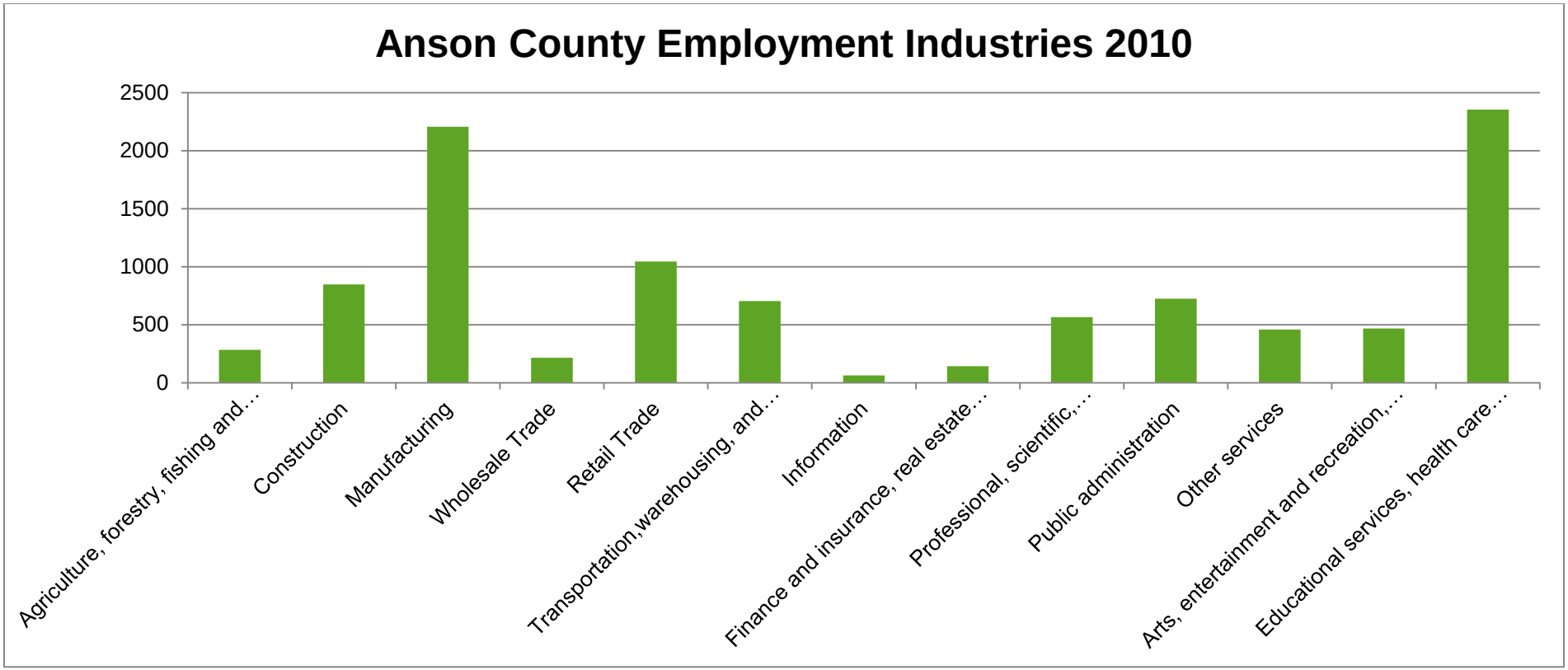
◦ White (48.5 percent)

◦ Black (47.9 percent)

◦ Asian (1.0 percent)

◦ American Indian and Alaska Native (0.6 percent)

Source: Mary Chandler Beck
Assistant County Manager/ED Director,
March 14, 2012




Source: **US Census Bureau**: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP03

It may be valuable to identify the number of entrepreneurial businesses and the number of people employed in those businesses listed in the chart above as opposed to non-local corporate businesses.

Sample (3 of 4 pages)

**Asset Mapping Inventory:** These elements represent the assets you have to work with to rebuild community and economic capacity. When completed an Asset Mapping Inventory of the community helps identify strengths, gaps, opportunities, and redundancies and thus can help regions make more informed decisions in strategic planning and allocating resources. The Asset Mapping research was completed by _____.

## Community Interviews

The AI process is different from other surveys. The interview questions are more probing; asking for stories not just short answers. The interview questions centered around one main question:

> *"Communities have many things that make them unique and special; it may be some natural place, like a park or river; a culture, historical event or heritage, like the significance of a Native American tribe or the role of farm families; or the character of the people that live there. Please tell me about a time when you came to realize that this community was unique and special. It may have been an event, experience, some discovery, or time period… a time when you knew that this community was not like every other place you pass on the highway, or a time you felt a part of this place. It was a place you felt proud to call home."*

Stories are an effective tool for generating interest, building social bonds, and providing a deeper understanding of the community. Stories are also a great way to help communities get past the usual ways of doing things and can help generate new ideas that will lead to transformative change.

The Research Team, _____ interviewed ___ community leaders from different sectors of the community. The Steering Committee and the Research Team reviewed the story narratives looking to identify Community Values and ideas for growth and development. The objective was to develop a vision for the community that reflects the needs and aspirations of the people who call it home.

What follows is a brief summary of what the interviewers learned about the community, what residents' value, and how they would like to see it grow.

4. *Open with a few examples of the most compelling stories*

5. *Add your overall sense of what was most important to the people interviewed*

6. *List the three positive Wishes that were identified from the interviews.*

    a. 1)
    b. 2)
    c. 3)

The information gathered in the Asset Mapping Inventory and from the Community Interviews will highlight community strengths and provide the context for generating ideas and envisioning a future at the Community Workshop. **(End of Community Profile)**

CultivateNC™
Communities Unearthing Local Talent
Inspiring Vibrant and Transformative Economies

# Phase Two: Engaging the Community

**Curriculum Guide for Phase Two …Page 88**

**Steering Committee Meeting Five …Page 89**
The Steering Committee and the Research Team Plan and Strategize Methods for Engaging the Community

**Steering Committee Meeting Six …Page 97**
The Steering Committee and Research Team Prepare Communication Materials for Distribution

**Steering Committee Meeting Seven …Page 101**
The Steering Committee and the Research Team Finalize Community Workshop Preparations

**Convening the Community Workshop …Page 104**
Organize and Conduct a Community-based Initiative for Revitalizing and Re-building Local capacity; one that is Guided by Principles of Creative Thinking and Leads to Sustainable Development.

**Curriculum Guide (Phase Two)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. A copy of a complete Curriculum Guide can be found in the appendices.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Meeting 5:<br>Engaging the Community<br>Time: 90 minutes<br>Curriculum Page 89 | Plan and strategize methods for engaging the community and promoting the Community Workshop | • Edit & approve Community Profile<br>• Identify volunteers to develop promotional materials<br>• Meet with Town Council | • A copy of the draft Community Profile for each person.<br>• Computer and LCV projector<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 6:<br>Outreach and Media<br>Time: 2 hours<br>Curriculum Page 97 | Prepare and distribute promotional materials | • Produce promotional materials<br>• Email announcements<br>• Mail invitations<br>• Telephone invitations<br>• Review History Wall<br>• Review Community Asset Wall (Research Team) | • Press release<br>• Flyers<br>• Invitations<br>• Newsletter announcement<br>• Community map<br>• History Wall<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 7:<br>Final Preparations for Community Workshop<br>Time: 90 minutes<br>Curriculum page 101 | Finalize agenda and assign Community Workshop responsibilities | • Personal invitations<br>• Telephone reminders<br>• Email reminders<br>• Press release<br>• Radio announcements<br>• Organize lunch/snacks<br>• Workshop staffing | • Flip chart and markers, Community Workshop agenda<br>• Organizational Flow Chart |

# Steering Committee Meeting Five: Engaging the Community

.

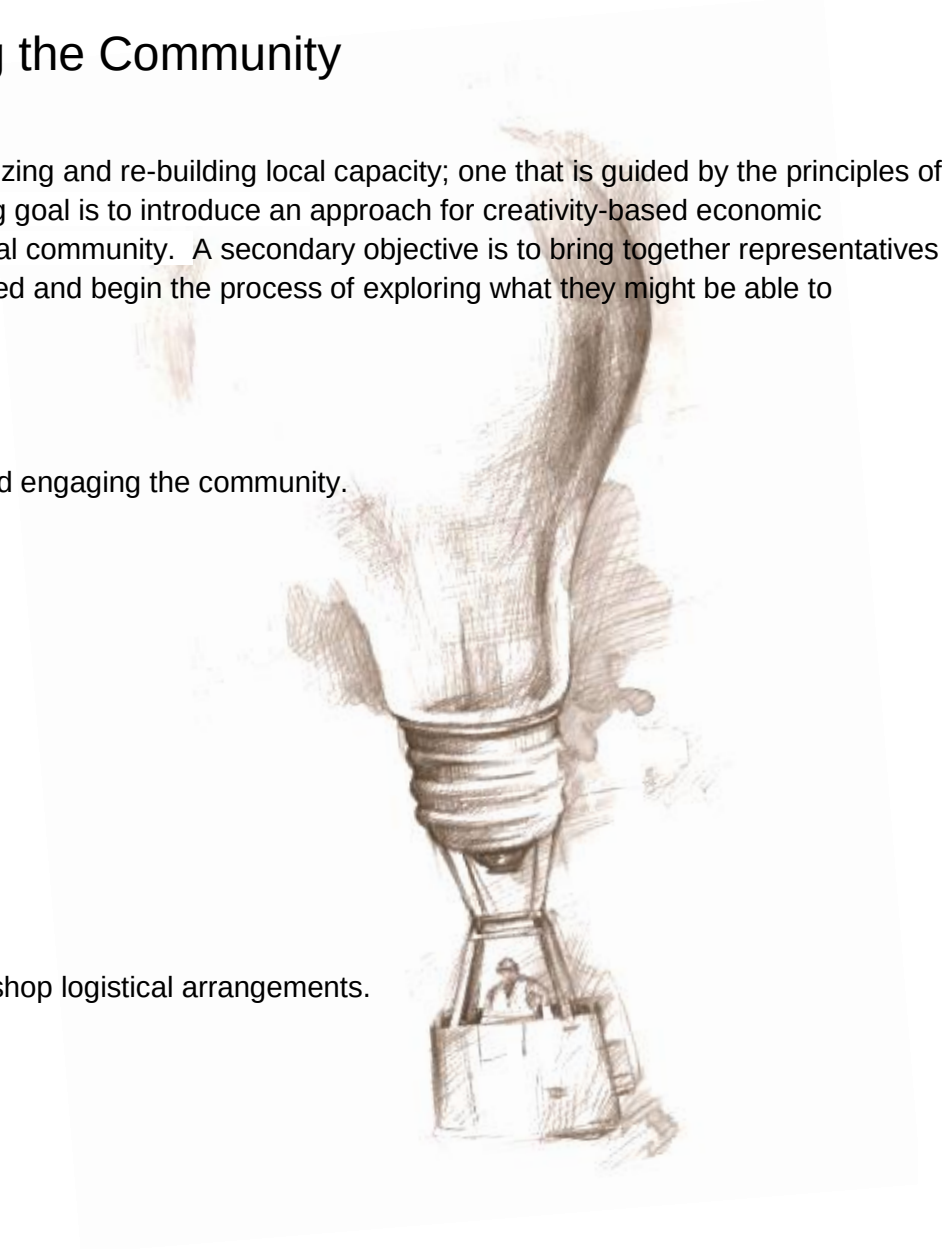
**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents, and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Objectives:**
Edit and approve Community Profile
Plan and strategize methods for promoting the Community Workshop and engaging the community.

**Room Set up:** Tables and chairs arranged for group discussion

**Materials:** A copy of the draft Community Profile for each person.
Computer and projector, flip chart, and markers

**Time:** 90 minutes



## Update: Planning and Logistics

**Time:** 5 minutes

Committee members should provide an update on the Community Workshop logistical arrangements.

## Update: History Wall Display

**Time:** 5 minutes

# Exercise 1: Review Community Profile

**Time:** 20 minutes

## Instructions

1. Distribute the Community Profile or project a copy of the report on a screen or blank wall from a computer and LCV projector. With a computer you can make changes directly into the document during the meeting.
2. Ask the group to read through the report.
3. Ask the group the following questions.
    a. Clarification – Is there anything you didn't understand or that needs further clarification?
    b. Reaction – How do you feel about this report? Is it accurate? Comprehensive? Clear?
    c. Action – What needs to be added, removed, or changed?
    d. Action – Identify a volunteer to make the revisions and edit the profile for grammatical errors. The finished profile should have a professional appearance as it will become a public document.

**Outreach and Media Opportunities**

1. Press release
2. Flyers
3. Invitations
4. Newsletter announcement online and in print
5. Radio announcements
6. Bulletin boards online and in print
7. Email list serves
8. Social media
9. Personal invitations
10. Telephone invitations

## Engaging the Community: Introduction

**Time:** 45 minutes

Before starting an outreach and media campaign, you should set up an appointment with the appropriate governing officials. Make sure elected officials have a chance to consider the potential benefits of this community-building initiative and how this approach can relate to other community priorities. Make sure your presentation is upbeat and enthusiastic, but do not ask for anything. Real community building is not about money, it's about relationships. Building a solid and trusting relationship with the town officials helps to build a working foundation for future projects.

Check with your local office and find out the procedure for making a presentation to the Commissioners or Council. In some regions, they request a written copy of the materials in advance so they have time to preview the documents before the meeting. If you plan to request the use of a government facility for the workshop, they will want the details…date, time, number of people etc. **In some regions the local newspaper will cover public meetings. They may ask for a copy of the report, so bring an extra copy. The reporter may also want to do a story and may want to ask you some questions, so come prepared.

Ideally, the responsibility for reaching out and inviting community participants should be divided between Steering Committee members and the Research Team. Getting a good turnout to the Community Workshop will be a challenge. Many families are overwhelmed by work schedules and family responsibilities. Others may feel that their input is not valued. The next few pages include suggestions on how to address these barriers as you plan your campaign to promote the Community Workshop.

For a community development initiative, you will want to invite a broad section of the community. If you are working on a smaller project, you may want to limit your outreach to more targeted stakeholders.

Steering Committee Meeting Five

***Script:*** **As we look through this list of communication and media opportunities, it would be helpful to identify Steering Committee members and Research Team members to take on one or more of the responsibilities to engage the community and promote the Community Workshop.**

**Press Release:** Identify a group to write and distribute a press release by email and fax to all local media
Chairperson:
Assistants: (2-3)

**Design:** Identify a group to design the invitation and the flyers. The same design can be used on all of the promotional materials

Chairperson:
Assistants: (3-5)

**General announcement:** Identify a group to write and distribute an announcement to all community newsletters, both online and in print.
Chairperson:
Assistants: (one to two)

**Social Media:** Identify a group to distribute announcements and updates on the internet (blogs, Facebook, email list serves etc.)
Chairperson
Assistants

**Translator:** Consider finding a person that can rewrite the message in the appropriate language for newsletters or flyers distributed to residents and businesses that cater to different cultures in the community. (This could be a young person from a family that immigrated to the community.)
Chairperson:
Assistants: (1)

**Radio:** If your community has a local radio talk show, identify a group to contact them to see if you or your spokesperson can do a spot on the show. Radio spots are great opportunities. Just be sure to plan what you want to say and practice in your normal speaking voice.
Chairperson:
Assistants: (1)

Steering Committee Meeting Five

**Identify social networks in the community:**
Use the Asset Inventory to identify local clubs and associations. Each association represents an opportunity to make a connection in the community and an invitation to the meeting. Look for special interests, such as music or railroads, and invite members to participate in the workshop. For example, a group of history students who are documenting the town's history might want to share their video or railroad buffs may want to provide a short presentation about the local depot. To find these groups, talk to a local librarian, or high school resource center and check the Asset Mapping (when completed by the Research Team.) This can be a good way to generate community interest in the workshop. It's also an opportunity to reach out to a special population. For example, members of a retirement center may be interested in creating a history display.
Chairperson:
Assistants: (one to two)

**Invitations:**
One popular option is to send a postcard invitation. The Research Team may be able to help with the process of creating and/or mailing the invitations. The Steering Committee and the Youth Group leader will need to communicate about the logistics and mailing and printing costs. The Asset Mapping Inventory will provide a good base of contacts to get you started, but you may want to add names to ensure diverse representation. Remember to look beyond the usual civic-minded volunteers to include new and under-represented voices at the table. In addition to cultural diversity, you will want to consider *different age groups, gender, skills, economic status, and experience.*

The Steering Committee and the Research Team should follow-up with a personal invitation particularly to those people or organizations with which they are familiar. The Youth Group should reach out to those people that were interviewed. (Having participated in the interviews they may have a sincere interest in continuing to be part of the project.) Remember to use the snowball technique; if your contacts are busy or unsure about attending ask them to suggest another person who might be interested in the project; then follow-up with that person. To insure a good balance of participants it might be useful to ask the Steering Committee members to set a goal for attendance. (See postcard sample on the next page.)

*Creativity Principle # 1*
*Diversity nurtures creativity.*

**Sample invite message**

# Bring Creativity to Our Community!

Creativity is important -- it can be developed, harnessed, and directed to realize economic value. It can cushion economic downturns and enhance the quality of life in our community. We need to get started. And we need your help. What are the assets that our community has that we can build upon? How can you help our community think about how to develop and bolster our creativity? Where do we start?

**It starts here. Join the conversation.**

Name of Discussion
Date and Time
Location

Join other community residents in an open discussion on how to harness our collective creative ideas and, how to develop our creative industries to position our community for economic success in the future.

**For more information contact _____**

**(123) 456 - 7890 email@address.com**

This sample invitation is included in *Creative Conversations: a Community Discussion Guide*, developed by the Institute for Emerging Issues. Permission to reprint copies without permission if appropriately credited. Copies of the guide may be obtained from the Appendices or (www.emergingissues.org)

## Follow-up: Phone Script

Hello Mr. or Ms. _____,
I am _____ from the community action group working on _____
We have sent you an invitation to a community meeting we are holding on _____
I think you are an important voice in this conversation as we decide the future of our town.
Are you interested or able to come?

If the response is no:
Is there anyone you can think of that we should invite? What is their contact information so we can talk to them?

If the response is yes:
That is great! Something that is really important to us is getting voices of community members not typically involved in these conversations. Can you think of someone who may not typically be invited to such events? Would you be willing to invite one or two people who may represent voices not typically part of these conversations?

Answering Machine response:
We hope you will be able to join us; if you can think of others who would be interested in participating, please invite them to attend and RSVP with the number of people in your party so we can have ample seating available.

To RSVP, please phone: _____ or email: _____.

**If the contact is busy and will be unable to attend, ask for a recommendation of another person who may be interested in the project. Ask for their contact information; then follow-up with that person. To insure a good balance of participants it might be useful to ask the Steering Committee members to set a goal for attendance.

***Remember to have a copy of the directions to the meeting location on hand in case someone asks.

## Timeline for distributing promotional materials

| When to Send | What to Send |
|---|---|
| 2 months before the event | Newsletters (some newsletters are distributed quarterly) |
| 1 month before the event | Social media, email lists, flyers, mailed invitations, personal invitations |
| 2 weeks before the event | Press release, social media, telephone invitations, radio announcement |

## Action steps for the next meeting

- Write the final Community Profile and schedule a meeting with town officials
- Prepare a sample invitation, press release, newsletter, flyer, and radio options for the next meeting

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

Schedule a date for the next Steering Committee meeting (check the Organizational Flow Chart and the deadline calendar.)
Adjourn

# Steering Committee Meeting Six: Outreach and Media

**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents, and resources of the local community. A secondary objective is to bring together representatives from the various community sectors so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Objectives:** Prepare and distribute promotional materials. Updates on planning and promotion.

**Room Set up**: Arrange the table and chairs for group discussion.

**Materials:** Flip chart and markers
Drafts of the following from Steering Committee chairpersons

- press release
- flyers
- invitations
- newsletter announcement
- community map
- History Wall

**Time:** 2 hours

## Update

Update on the meeting with the Town Council… if it was scheduled? If not, when is the meeting scheduled?

Steering Committee Meeting Six

## Review and Approve Promotional Materials

Introduce one promotional item at a time and ask the following questions

1. Clarification – Is there anything you didn't understand or that needs further clarification?
2. Reaction – How do you feel about this material? Is it accurate? Comprehensive? Clear?
3. Action – What needs to be added, removed or changed?
4. What are costs for printing, postage etc.? Are there any resources for obtaining in-kind donations…for example a group with a color copier could agree to print the flyers at their expense. How will the remaining cost be covered?
5. Can we approve this material with the recommended changes?

## Action Steps

- Make any changes or additions to the press release and promotional materials
- Identify a committee to print and mail invitations (might be a good task for the Research Team)
- Identify a committee to print and distribute flyers (might be a good task for the Research Team)
- Identify a person(s) to prepare and schedule a local radio promotion if your community has a local radio program
- Identify one or two people to be the official contact source for collecting RSVP's and answering questions by phone or email.

## Timeline for distributing promotional materials

| **When to Send** | **What to Send** |
|---|---|
| 2 months before the event | Newsletters (some newsletters are distributed quarterly) |
| 1 month before the event | Social media, email lists, flyers, mailed invitations, personal invitations |
| 2 weeks before the event | Press release, social media, telephone invitations, radio announcement |

## Personal Invitations

The personal invitation will take more time, but it makes an impression and lets the recipients' know their attendance is valued. Ask each member of the group to identify one or more personal invites they will make. If some members have concerns about making personal invites, hopefully the Steering Committee can help reduce the barriers, challenges.

*Reach out to community leaders, tell them about the event and ask them to help spread the word. If they are interested, ask them to rally a group of people to bring to the workshop. Some examples of this would include: a group of co-workers, teachers, farmers, members of a church, or local association. Some leaders may prefer to provide a list of names for you to invite; this is also an effective approach to expand your outreach.*

*Pay special attention to the leaders of minority groups. Please keep in mind that minority groups are any group that is under-represented. (For example, residents that have reached retirement may be under represented or over represented, as could farmers, local businesses, artists, unemployed residents in addition to minority groups of diverse ethnicity or income level.)*

*Reach out to Special Interest groups: Identify local businesses that are owned or cater to a specific population in the community. You may be able to find a leader or spokesperson that is willing to help. Ask the local food bank if they could identify some people who use the food bank and would be interested in participating? Contact spiritual leaders, local associations, and clubs and special interest groups.*

Steering Committee Meeting Six

# Activity: Brainstorming

Ask the group to brainstorm businesses, organizations, and associations. Even a neighborhood choir rehearsal could be a good event to visit and make a personal invitation. (Have someone list the ideas on a flip chart)

Many of these places will be receiving an invitation in the mail, but the invitation may not reach the best person. A personal visit will help identify a community leader who is respected and is interested in the hearing about the Community Workshop. Take a few invitations to leave behind.

## Action steps for the next meeting

- The chairperson for Planning and Logistics will lead the next meeting
- Workshop Facilitators will give a brief update
- Make any changes or additions to the press release and promotional materials
- Print and mail invitations
- Print and distribute flyers
- Prepare and schedule a local radio promotion
- The workshop facilitators should decide if they want to have a practice session to prepare for the Community Workshop.

** Telephone invites should be made two weeks prior to the event. Create a schedule for telephone invitations; every person in the group should make a certain number of calls. The call list includes those contacts on the Asset Mapping, the Community Interviews, and to the people who received the personal invitations,

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

**Schedule a date for the next Steering Committee meeting and Adjourn**

# Committee Meeting Seven: Finalize Workshop Preparations

**Purpose:** Organize and conduct a community-based initiative for revitalizing and re-building local capacity; one that is guided by the principles of creative thinking and leads to sustainable development. The overarching goal is to introduce an approach for creativity-based economic development that draws upon the skills, talents and resources of the local community. A secondary objective is to bring together representatives from the various community sectors, so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Objectives:** Finalize agenda and Workshop responsibilities

**Room set up:** Tables and chairs arranged for group discussion

**Materials:** Flip chart and markers, copies of the Community Workshop agenda including the exercises (a copy for each person)
(The Research Team will bring the Community Map and the Asset Cards.)

**Time:** 90 minutes

**Facilitator:** Planning and Logistics Chairperson

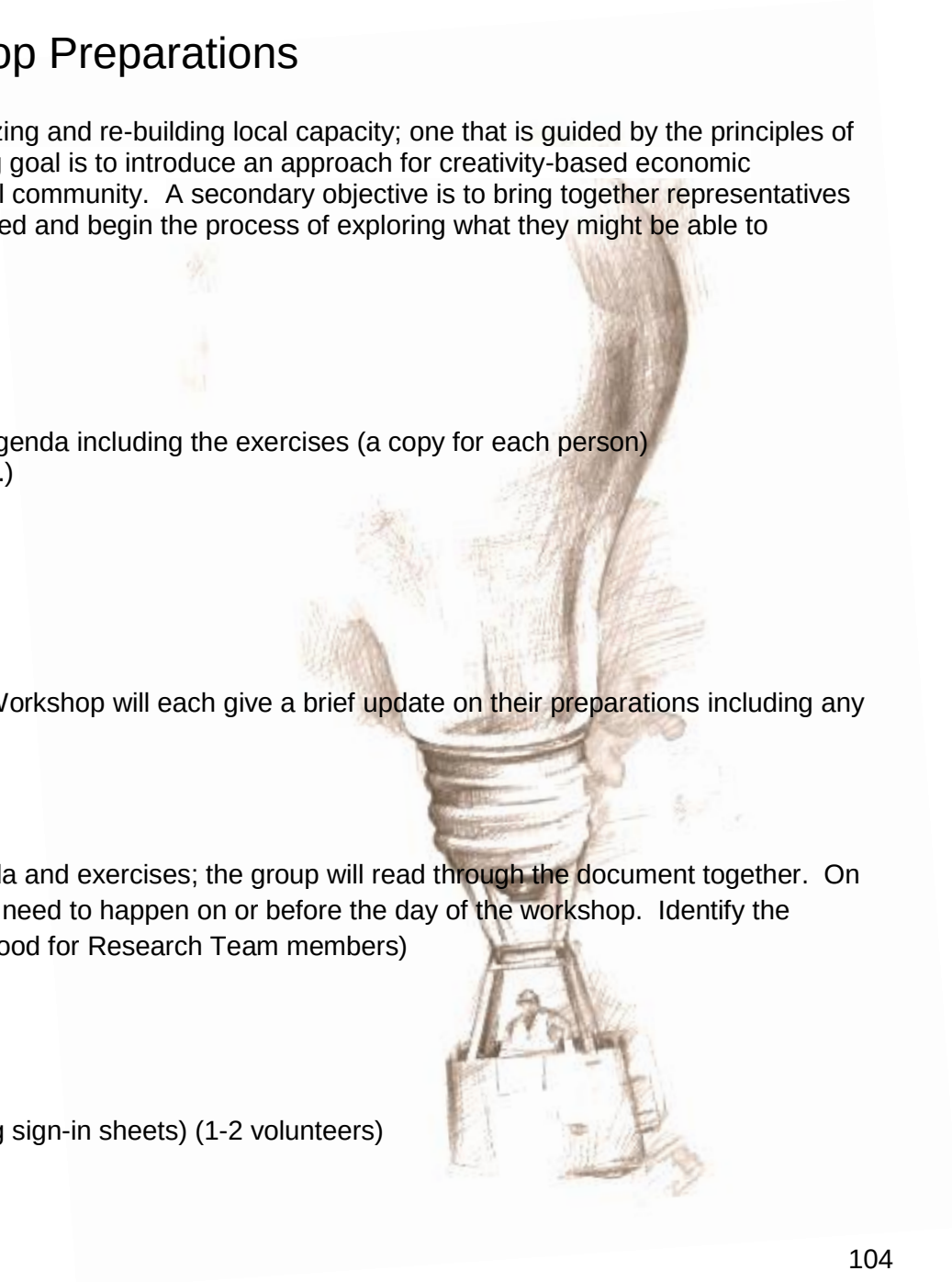
## Update

The facilitators that volunteered to lead activities during the Community Workshop will each give a brief update on their preparations including any challenges.

## Step one

The chairperson will distribute copies of the Community Workshop agenda and exercises; the group will read through the document together. On the flip chart, a volunteer or chairperson will write the following tasks that need to happen on or before the day of the workshop. Identify the volunteers responsible for these tasks. (Some of these tasks would be good for Research Team members)

- Purchase and set up refreshments (1-2 volunteers)
- Clean-up refreshments, dispose of trash (1-2)
- Set up and breakdown of meeting room (4 or more volunteers)
- Greet participants and answer questions at the sign-in table (bring sign-in sheets) (1-2 volunteers)
- Research displays (History Wall, Community Map, Vision board)



Steering Committee Meeting Seven

## Step three

Telephone invitations should be made two weeks prior to the event. Create a schedule for telephone invitations; every person in the group should make a certain number of calls. The call list includes those contacts on the Asset Mapping Inventory, the Community Interviews, and the people who received personal invitations. Identify the volunteers responsible for making the telephone calls..

## Action Steps (Identify the volunteers responsible for the following tasks)

- Prepare a copy of the workshop agenda to hand out to workshop participants.
- Prepare an evaluation sheet and staple to the agenda or print on the back of the agenda. The evaluation questions are in the appendices
- Locate and distribute the needed materials
- Workshop facilitators are responsible for bringing the materials they need for their Exercise or Activities to the Community Workshop.
- Purchase refreshments
- Check in with the workshop facilitators to confirm that everything is set and that the doors will be open for the set up crew
- Check in with guest speakers to confirm dates, times, and housing if needed
- Schedule a time for early arrivals at the facility to set up the room
- The Planning and Logistics person should be there early to make sure the set up follows the plan and to take care of any last minute glitches

## Closing activities:

Distribute the evaluation sheets to the Steering Committee and to the Research Team and ask them to fill out the evaluation. They are members of the community and their participation in this initiative will have expanded their knowledge base and skills in the process of community development. Their input will provide valuable data for your overall assessment of this curriculum and your work with Extension.

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| Are the plans for the Community Workshop clear?<br>Is there anything missing?<br>Does everyone understand their responsibilities? | *Are there topics that need clarification?* |

Schedule a date for Steering Committee Eight, the post Community Workshop meeting. Adjourn

# Community Workshop

Create an opportunity for the community to come together and work on rebuilding and revitalizing local capacity; one that is guided by creative thinking and leads to sustainable growth and development.

A secondary objective is to bring together representatives from the various community sectors, so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Curriculum Guide (Community Workshop)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Community Workshop<br>Curriculum Page 104<br>Time:<br>Part One – 3 Hours<br>Part Two – 3 Hours<br>The Workshop includes either a lunch for a one-day Workshop or a dinner for a two-day Workshop | • Introductions<br>• Expand our understanding of the creative economy<br>• Overview of research data<br>• Imagining the future<br>• Designing the future<br>• Building capacity by utilizing local assets and resources<br>• Community decision-making | • Paired Interviews<br>• What does creativity have to do with the economy?<br>• Principles of Creative Thinking<br>• Understanding the research<br>• Taking the findings to design an economic development vision for our community<br>• Strategies for turning ideas into action | • Flip charts<br>• Markers, pens/pencils<br>• Loose paper<br>• Copies of the stories for the creativity exercise<br>• Community Map Display<br>• History Wall Display<br>• Interview themes<br>• Community Profile<br>• Asset Cards<br>• Action planning worksheets<br>• Sticky notes/index cards<br>• Sticky dots |

# Community Workshop

**Purpose:** Create an opportunity for the community to come together and work on rebuilding and revitalizing local capacity; one that is guided by creative thinking and leads to sustainable growth and development. A secondary objective is to bring together representatives from the various community sectors, so they can become better acquainted and begin the process of exploring what they might be able to accomplish as a group.

**Objectives:** By attending this workshop, participants will be able to:

- identify community assets
- identify community values (identified in the Community Interviews)
- understand why linking community assets can build community capacity
- understand how creativity can be an economic driver
- design community development project ideas that use local assets, values and resources
- design strategies for implementing those project ideas

**Room set up:**

- Tables and chairs arranged for small group work seating 6, 8 or 10 (even numbers are necessary for partner activities.)
- Three rectangular tables: one for the greeting and sign-in; one for the refreshments, one for the community participants to share some information about themselves or their business/organization (business cards, brochures).
- Have the participant tables numbered (1, 2, 3…) place the number in the center of each table along with workshop materials.

**Materials:**

1. **Agenda sheets** with the **Evaluation** printed on the back side or attached. (See Appendices for Evaluation form)
2. Sign-in sheets ( You want to document the number of attendees and keep participants updated even if they are not active participants)
3. Flip charts
4. Markers, pens/pencils
5. Name tents or name tags
6. Sticky notes and sticky dots
7. Loose paper
8. Copies of the stories for the creativity exercise
9. Creativity Principles Chart
10. Interview Worksheets, Reciprocal Partnership Charts
11. Community Profile

**Time:** Part One (2.5 to 3 Hours); Part Two (2.5 to 3 Hours)

# Facilitator note

As a facilitator, your job is to make the meeting easier for the participants. Below are some suggestions for creating an environment that encourages participation and nurtures creative thinking.

**Facilitator Responsibilities**

Be interested in the views of every participant
Inspire the group and encourage participation and teamwork
Intervene if the discussion starts to fragment
Prevent dominance and include everyone
Summarize discussions and conversations
Bring closure to the meeting with an end result or action

*Create an environment that offers a safe place to take risks and nurture creativity.*

## Welcome statement

## Introduction

Brief overview on the purpose of the meeting

Introduction of speakers, facilitators, and sponsors if appropriate

## Guest Speaker presentation (optional)

A 10-15 minute intro with a guest speaker might be a good draw or offer credibility for the meeting. The speaker might present a charge to the group or give an inspiring story that verifies the role creativity plays in economic development.

**Instructions for Participants to Move into Work Groups:** Ask the participants to count off by 1, 2, 3, 4 according to the number of tables in use. Ask participants to sit at the table that matches their number. The number of participants at each table should be even, so if they are odd, have every other table have two extra people. Tell the participants these are their work groups. They will remain with this group for Part One of the workshop.

# Exercise 1: Paired Interviews

**Purpose:** Give participants a chance to talk about something they care about right away; give people a chance to verbalize why they care about the issue, and provide information for partner introductions.

**Materials:** Interview worksheets for each participant to use for taking notes; flip chart with opening question

**Time:** 45 minutes
21 minutes for interviews (7 minutes per interview and 7 minutes to write notes) the remainder of the time will be used for introductions

## Step one

Ask each group to break into pairs with someone they do not know or do not know well. (The pairs should not leave the room as the interview time is limited.) Ask the pairs to introduce themselves and respond to the questions on the worksheet. This will not be like a normal conversation.

***Script:*** **We are going to begin the workshop with Paired Interviews. This is an activity to help us become better acquainted. On the table you will find Interview Worksheets and pens. When you are the interviewer, you are going to be uncommonly curious, you are going to listen intently to pull out of the story what was most exceptional, the most life giving. Please take notes. They will help you remember the details of what you hear later.**

*Creativity Principle # 3*

*Celebrate good memories of your community by finding and recording those elements that make your community special*

# Interview Question and Summary

***Script:*** **This is your interview sheet; both partners should have a copy. Just a warning, these conversations are hard to stop, because we seldom talk about things we deeply care about in our community. Each interview is limited to 7 minutes. I will watch the time and give you a one minute warning when it is time to switch roles. Please take a minute to review the Interview sheets and let me know if you have a question.**

## Question

Communities have many things that make them unique and special; it may be a natural place, a heritage, or the character of the people that live there. These things are the source of our rootedness in a community. Please tell me about a time when you came to realize that this community was a place to call home, where its people and vibrancy made it a place you would like to see prosper. This time or "aha" may have been an event, a relationship, or time period… a time when you knew this community was exceptional in some way that made it not like every other place you pass on the highway. It was a place you felt proud to call home. Think of Dorothy's famous line from the Wizard of Oz. as she clicks her heels together and repeats the phrase, "There's no place like home" over and over. Why is that? What makes it special?

Follow-up questions:

*What was it that made it exceptional?*

*What was it about your community that made this extraordinary thing occur?*

*What part did you play in making this story happen?*

*What part did others play?*

# Interview Summary

What was the most quotable quote that came out of this interview?

What was the most compelling story that came out of the interview? Use as much space as necessary.

Overall, what was your sense of what was most important to this individual?

Name one or two positive themes that stood out most to you during the interview?

1)

2)

*Creativity Principle # 3*

*Celebrate good memories of your community by finding and recording those elements that make your community special*

## Instruction

Ask the pairs to finish up and move back into the work groups. If the number of participants is large (30 or more) it will take more than the allotted 45 minutes to complete the exercise.

## Option one (14 or less participants)

***Script:*** **Now we want to introduce each other. One member of each pair will briefly introduce your partner and give us a glimpse of the story you heard. As you introduce the story, instead of summarizing your conclusions from the story, try to stick to a brief version of the actual story. I am going to be up front taking notes on the themes that I hear in your stories. This list will be posted during our meeting today as a reminder of why we care enough about our community to spend several hours on a Saturday to work together to make it stronger.**

## Option two (more than14 participants)

**Script: Now we want to introduce each other to the members of our workgroup. One member of each pair will briefly introduce your partner and provide a glimpse of the story you heard to your work group. You need to select a volunteer to take very brief notes on a flip chart listing the core positive themes that emerge. These represent what speaker's value in their community.**

**When the work groups have completed their introductions, the facilitator reconvenes the entire group to make a comprehensive list of values based on the charts from each work group. Ask the group if they can see some common values which could be grouped into themes or dominant ideas. Write those community values on a new flip chart and post the page somewhere for easy viewing.**

Examples from the Anson/Stanly pilot program
How are Anson/Stanly communities exceptional?

- One café where town congregates
- Willingness to speak up on community issues
- People care enough to show up
- Care for us when we are sick
- Local Muscadine Festival organized by volunteers…etc.

Community Workshop

# Exercise 2: What does creativity have to do with economic development?

**Purpose:** Expand our thinking about what the creative economy may mean, so we will know it when we see it.

**Room Set up:** Tables and chairs. Depending on your numbers, the exercise needs three groups.

**Materials:** Each table should have

- A story (1 of the 3 stories)
- pencils and note paper
- 2 flip charts and markers

**Time needed:** 45 minutes

## Instructions

Each work group will need volunteers for three roles, facilitator, note-taker, and reporter. The work group will read their story. The work group facilitator will give a quick summary of the story and lead a brief discussion around the role of creativity in the story. The note-taker will write up the discussion results on flip chart paper. When the entire group reconvenes, the reporter in each group will make a brief presentation to the entire group, giving a short summary of the story and the discussion that followed.

***Script:*** **I have invited you here today to talk about creative economy in _____ (name your community). When you think about the creative economy, images of art, music, and photography are probably the first thoughts that come to mind, but in today's globalized market place, innovation has become the key that allows one business to rise above the others. Corporations that are not typically thought of as creative are hiring people that think outside-the-box, can solve problems and increase profits using resourcefulness and innovation.**

Community Workshop

**To begin this work we want you to think about how creativity plays a role in economic development and then get some of your ideas on the table. When someone says creativity – what comes to mind? Everyone might be thinking something totally different. Some common categories of creativity:**

Expressive arts such as: music, dance, sculpture, theater, painting, etc.
Resourceful problem solvers; these are the natural problem solvers, the tinkerers, etc.
The unusual looking people with lots of tattoos or colorful hair or clothes
The entrepreneur who is always coming up with and trying out new ideas
Other ways – let your imagination run free ☺

***Script:*** **All of these roles have a place in creating stronger economies. The following exercise was designed to help us develop a broader understanding of the *creative economy.* In the following activity there are no *right and wrong* answers, just let your imaginations go free and see how many creative elements you see in the story. By the way there are three different stories but everyone in a work group should be reading the same story. The note-taker in each group should write a list of creative elements somewhere on the flip chart.**

## Step one

Each work group will identify a time keeper, a note-taker and a reporter. While the groups are getting settled, distribute one of three stories to each group with a sheet of flip chart paper and markers. Any additional work groups can read one of the same stories and follow the same directions.

## Step two

The groups should take a few minutes for silent reading and then summarize the story. The note-taker will capture the story on the flip chart, using pictures and/or words.

## Step three

The group should take about five minutes to identify the creative elements in the story they read. There are no *right and wrong* answers, some of the creativity is obvious but you may have to expand your thinking to see subtle elements. Remember “Economic success will be largely determined by the ability to create new products, re-imagine old ideas, see unlikely connections, and develop novel solutions to complex problems.” The note-taker should write creative elements somewhere on the flip chart.

## Step four

After five minutes, the lead facilitator will:

1. Notify the groups to complete the flip chart notes.
2. Ask the volunteer reporters to come up and give a presentation with the flip chart; providing a short summary of the story followed by the discussion on the creative elements.

## Step five

When the reporters have finished giving their presentations, the facilitator will read the following quote:

> ***Steve Jobs, the co-founder of Apple, said that creativity is not as mysterious as you might imagine. It's really about connecting the dots. When people are thinking creatively, they are able to connect experiences they have had in the past and put them together in a new way. (http://www.brainyquote.com/quotes/quotes/s/stevejobs416925.html***
>
> ***Script**:* **"What we are going to do now is connect the dots and try to represent how we think about creativity in economic development. We are not trying to 'define' the concept of creative economy; this exercise was designed to help us come to some group understanding that is hopefully broader than what many of us thought coming in the door today."**

## Instructions

Select a volunteer to take notes on a flip chart. Ask the group to reflect on what they heard from the three reporters and add anything else that they think needs to be included. When the group has exhausted this topic, post the flip chart in an area where it can be easily viewed.

**Principles of Creativity**

1. Diverse communities nurture creativity.
2. Identify and build on your community assets.
3. Celebrate good memories of your community by finding and recording those things that make a community special.
4. Phrase “problems” as opportunities for improvement.
5. Failure is a necessary component of success.
6. Take nothing for granted. Dig deep and ask the right questions
7. Visualize your community as you want it to be.
8. Connect the dots between what you have and what you want.
9. Look for inspiration in what other communities are doing.
10. Start with a theme (goal) and work backwards to plan your implementation..
11. Defy denial. Doing something is better than doing nothing.
12. Make it fun and keep at it.

## Why apply principles of creativity to community development?

***Script:*** **Artists and other creative thinkers often give the impression that they have engaged in a solitary endeavor when they unveil their masterpieces. Typically the opposite is true. Artists and creative thinkers have researched, practiced, and learned from others who have greater experience in their field. So while their creation may seem to have come out of nowhere, more likely it arrived as a result of hard work, collaborative thinking, and a considerable number of stops and starts along the way.**

**Successful community development follows the same path of hard work and collaborative thinking. A community development process which engages the entire community (as opposed to a few economic development professionals) will be even more successful because communities of people breed creativity. Think of the old adage “Two heads are better than one.” Imagine the number of ideas that generate when citizens crowd together in a community meeting room to build prosperity together.**

# Exercise 3: What is our starting point? Understanding the research data

**Purpose:** Get an understanding of what the Research Team found and information that emerged from this work.

**Materials:** The display tools (History Wall, Community Asset Map, and Community Vision board) should have been posted on the walls around the room before the participants arrived. Beside each "research display" have a piece of flip chart paper labeled "Comments."

- Action planning worksheets (8)
- History Wall
- Community map with assets on it
- Vision board
- List of assets that were NOT included on the community map
- Themes (have a flip chart page posted next to the display that is labeled "additional ideas")

Each table should have a couple copies of the research executive summary. Sticky dots – one per person

**Time needed:** 45 minutes

## Instructions:

In this activity Research Team member(s) will give three minute presentations on the Community Map, and the Steering Committee will give a brief presentation on the History Wall and Community Vision display. Following the presentations, community members will be given time to go to each display and react.

***Script:*** **For ____ months we have had a Research Team doing ground work for our time here today. Our Research Team was the _____. (Have the team introduce themselves in some creative way.) There were three main parts to our research**

1. **The community History Wall**
2. **The community assets and resources**
3. **The community values and wishes**

**After we have presentations about the other research elements, you will get a chance to move around and visit the displays. We would love for you to use the sticky notes on your table to write comments; for example: an important historical event that was left out. There will be an opportunity for you to explain them and their significance.**

Community Workshop

**First, we are going to hear about the History Wall. An historical timeline helps us understand what happened in the past and how we grew into the community we are today. Sometimes looking back helps us remember important values and can provide some guidance for the future. The History Wall was designed by_____. Please use the sticky notes to add any important information that was not included.**

**HISTORY WALL**

| **Questions** | **Early Beginnings** | **1900-1950** | **1950-2000** | **2000 - 2013** |
|---|---|---|---|---|
| ***How societal events played out locally:*** *Political events Weather events, Immigration Segregation Railroad Wars* | | Civil Rights Vietnam War | PC Computers Internet | Election of first African American President |
| ***Significant community events:*** *Music & Art Local heritage Festivals Historic places Local cuisine, Recreation Social customs Education* | | | | |
| ***Notable local people or organizations:*** *Community leaders Artists Musicians Teachers* | | | | |

**Next, we are going to hear about the assets in the community that were found through community research and economic data analysis. (Another Research Team member) will briefly tell us how this data was collected, why it was done, and what was found. We have displayed it on the community map so it can be understood spatially. (Note: there are too many assets to include on the map. A full list of assets and resources can be read in the Community Profile on your tables.)**

## Political Assets

Elected and appointed officials
Representatives of political groups

# *Community Asset Inventory*

## Financial Assets

Sources of funding
Incentive programs
Banks
Private foundations
Not for profit organizations

## Cultural Assets

Museums
Historical places
Annual festivals
Studio Arts
Spiritual groups
Performing Arts
Culinary Arts

## Social Networks

Civic organizations
Agricultural organizations
Choirs
Book clubs
Youth Groups

## Human Assets

Organizations that enrich the community
Schools,
Government agencies,
Healthcare providers,
Economic developers

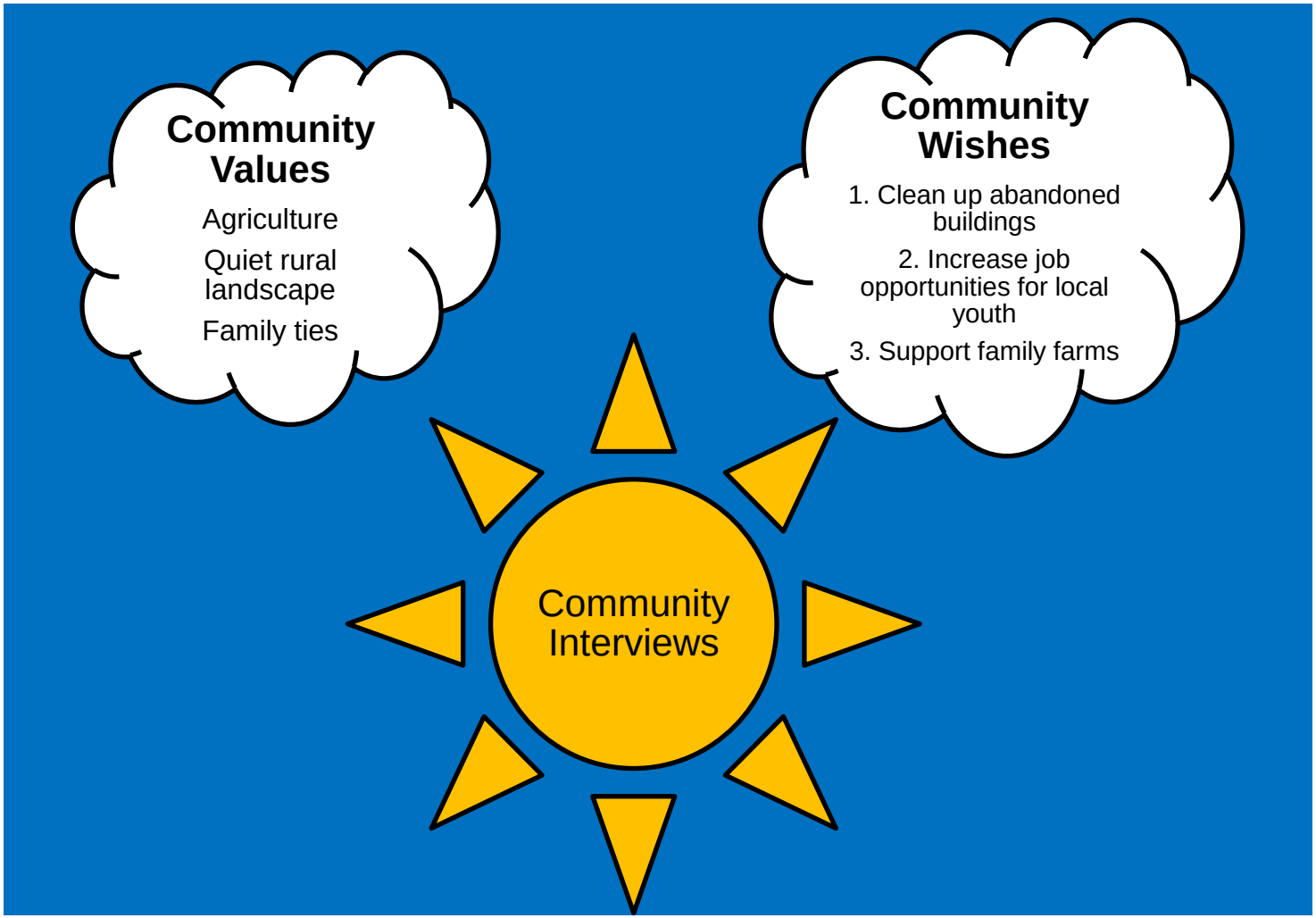
## Natural Assets

Special geographic features (mountains, rivers, lakes, trees etc.)
Outdoor recreation opportunities (hunting, fishing, biking, hiking, canoeing, camping…)
Parks
Farms and Ranches

## Built Infrastructure Assets

Utilities
Telecommunications
Healthcare facilities
Industrial parks
Main Street
Farmers market
Recreation center

**Next we are going to go over the Vision board. (A Research Team member) will give a brief presentation about the interviews, how these were conducted and what was asked. Additional information can be found in the Community Profile on your table. We are going to use the *Wishes* in the Vision board for our work in the next activity. If there is a glaring void in the *community values or community wishes* that we have missed, you can write it down on your sticky notes and add it to the flip chart sheet that says Values or the one that says Wishes. Please note that all of your ideas are valuable. We are going to group and then vote on the wishes you have added to choose one more wish to work with today. Themes that we do not work on today can be discussed another time.**



**Thanks so much to our Research Team for their excellent work and presentation. Now we want to give you a chance to react to these findings and make comments or additions. Then we are going to do a round robin activity where you will have four minutes to look at each display. Write or post up any notes (comments, wishes or values you wrote during the presentations) on the flip chart paper adjacent to the research displays. Remember, be brief, there are two more groups coming after you. (Have each group work for four minutes then rotate.)**

## Instructions

After all of the groups have visited the displays, the facilitator should briefly read new comments added to the History Wall and the Community Asset Map.

*Note: A volunteer should be selected to review the comments on the Vision board and group the new Wishes into themes or dominant ideas. Write these new wish themes on a flip chart page in large letters.*

**Script: The three wishes listed on the Vision board were chosen from the community leader interviews. We would like you to identify a fourth wish today. You have reviewed the Vision board to include your thoughts and comments and identified a list of additional Wishes. We have grouped like wishes and have a single list from which to vote. Please take one sticky dot and place it next to the *wish* that is of the highest priority.**

Facilitator note: Add the wish to the Vision board for the next Exercise.

*Creativity Principle #7*

*Visualize your community as you would like it to*

## STOP

**Option 1:** If you have planned a weekend or two-day Community Workshop, collect the project sheets from the four groups. Thank the group for attending and applaud them for their hard work. Remind them that Part Two will resume tomorrow or the appropriate day at _____ time. (On day two you will continue with the workshop activities on page 124 (Exercise 4.)

**Option 2:** If you have planned for a One-day Community workshop, break for lunch and then resume the workshop activities on page 124.

# Community Workshop Part-Two

## Exercise 4: Taking the findings to design an economic development vision for our community

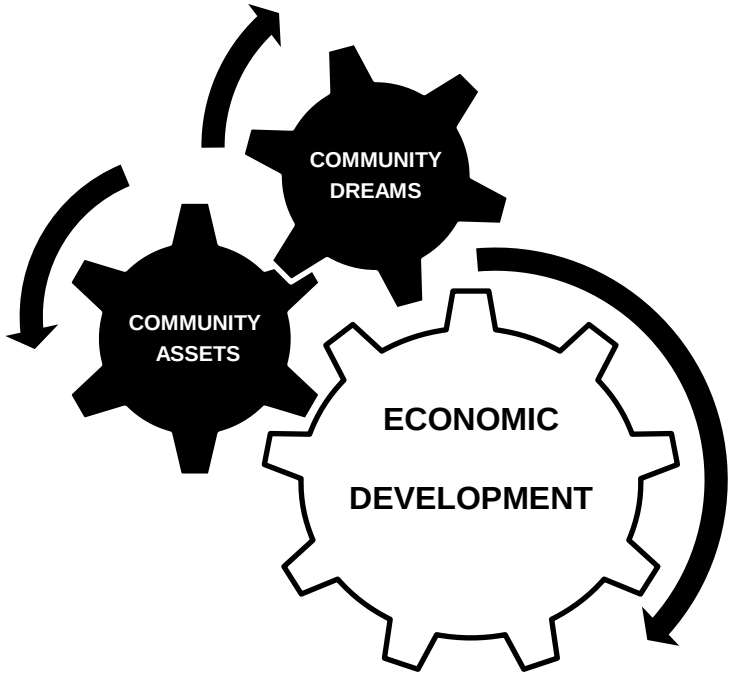
**Purpose:** Using the research findings, the group will begin to design ideas for what could be…. and then develop structures around how to make it happen.

**Room Set up:** Tables and chairs arranged for small group work.

**Materials:**

- 4 sheets of loose leaf paper.  One for each “Wish” identified in the last exercise.
- A copy of the Community Profile
- 4 sets of asset cards (created by the Research Team).
- Worksheet for mapping reciprocal partnerships (8)
- 8 action planning worksheets
- Loose leaf paper
- Pens or markers

**Time needed:** 55 minutes



**Looking back at the Anson/Stanly Pilot Project**

The following list of recommendations came from the Anson/Stanly community meeting. This is not meant to be a guide but just to give you an idea of the kind of suggestions or ideas that can come from the community.

Encourage visual and performing arts venues in our two counties to coordinate and combine their marketing efforts.

Develop and promote a "Taste of the Pee Dee Festival."

Increase signage to promote roadside tourism throughout Anson and Stanly Counties

Offer young people a reason to stay in the community after high school or return after college.

Promote new "trails to market" for local crafts and local food.

Develop and encourage a two-county community-supported agriculture (CSA) project.

Encourage closer collaborations among local grocers and local food.

Create a tourism information kiosk (with ATM) in downtown Wadesboro.

Promote geocaching, "Go Anson Stanly" mobile app that focuses on a regional wine tour.

## Instructions

**Asset Shuffle (Hutcheson, 2011)**

This is a fun activity to get the participants thinking about creative ways to link and leverage the assets and resources available in your community to accomplish a goal. Write the four *wishes* from the last activity, on four sheets of loose leaf paper, one wish per sheet and place each one on a different table. Instruct the participants to select the *wish* they want to work on and sit at that table.

***Script*** **: Now we are going to break into groups to do more specific planning on each of these community wishes (selected previously and in the last exercise). We need four roughly equal groups; feel free to choose the group that you feel most passionate about. If the groups are really unbalanced we need to cut the small group and balance out the rest. Please feel free to divide up.**

**Now that we are in groups around our community wishes, please select a facilitator for your group who is not a Steering Committee person. This person will make sure the group stays on task (give 10 seconds for this).**

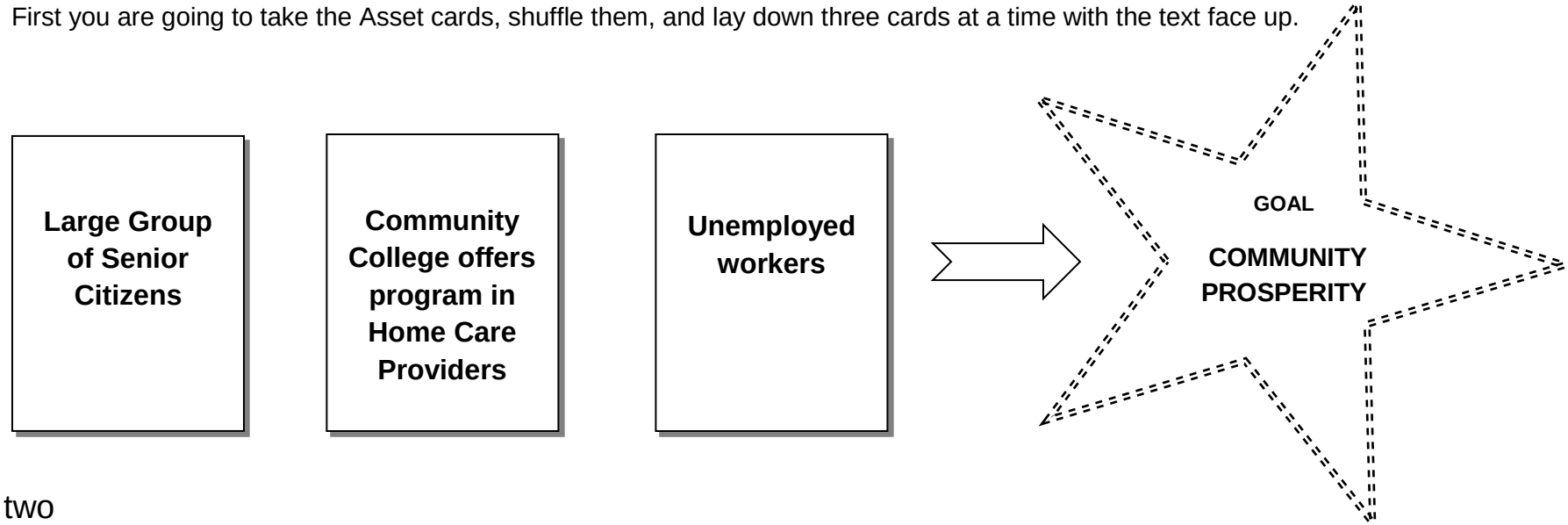
**On your table you have a set of Asset Cards and two charts. The cards represent the assets displayed on the community map. There are three extra blank cards if your group would like to add assets to this set that were not included. The full set of community assets is listed in the asset inventory located on the table.**

*Creativity Principle # 8*
*Connect the dots between what you have and what you want.*

Community Workshop

## Step one

1. First you are going to take the Asset cards, shuffle them, and lay down three cards at a time with the text face up.




## Step two

- Think about your Wish and brainstorm ideas for using the assets to help accomplish your goal. See if an idea emerges by linking and leveraging the assets. Be creative: you want to give yourself time to think beyond the obvious. In some cases the assets do not seem related to the project but then something or someone sparks an idea; it may be funny or it may have merit. Remember using your creativity is about connecting the dots in a new way; do not be afraid to take a risk.

- If you have an idea, record the asset or assets and the project idea in the chart on the next page, and then lay those cards aside.
.
- If the three assets do not spark an idea, put the cards at the bottom of the deck and lay-out three more cards, repeating the process until you come up with six to eight ideas. If you come to the end of the deck before reaching the goal of six to eight ideas then shuffle the stack of unused cards and repeat the process.

Example: Mary Nelson conducted an inventory of her community searching for assets. She knew the best ideas for economic development would be found in the community. She went door-to-door and talked to community members. She learned that there were many elderly members who could not afford quality care and many others in the community who needed work. She was able to link the asset of the local community college with the asset of the assistance program to pay for in-home care for residents needing work. The residents went to a training program, became certified as home care providers, qualified for the assistance program to provide the care and then not only had a job, but met a critical need in the community by providing care to those who could not afford residential nursing home care. *(Block P. 2013).*

| **ASSETS** | **PROJECT IDEAS** |
|---|---|
| ***Sample: Link Senior citizens, Unemployed workers, Community college*** | ***Leverage government funding to support training for Home Care Providers*** |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

## Step three

Now that we have found ways to link assets together and have some project ideas, we want to dig a little deeper and think about how those assets contribute to the Wish (or goal) and how the work will also benefit that asset. We will call this *"defining the reciprocal relationship."* In other words, what are the *positives* for both partners so this relationship will be a win-win?

In the previous example above there were several reciprocal relationships:

- Increased employment opportunities
- The seniors were able to get the care they needed and build relationships with the younger neighbors
- The community college supplied training and was able to increase student enrollment
- The community developed a stronger network of residents as the care providers were able to shop for needed items in the neighborhood. This in turn helped local businesses

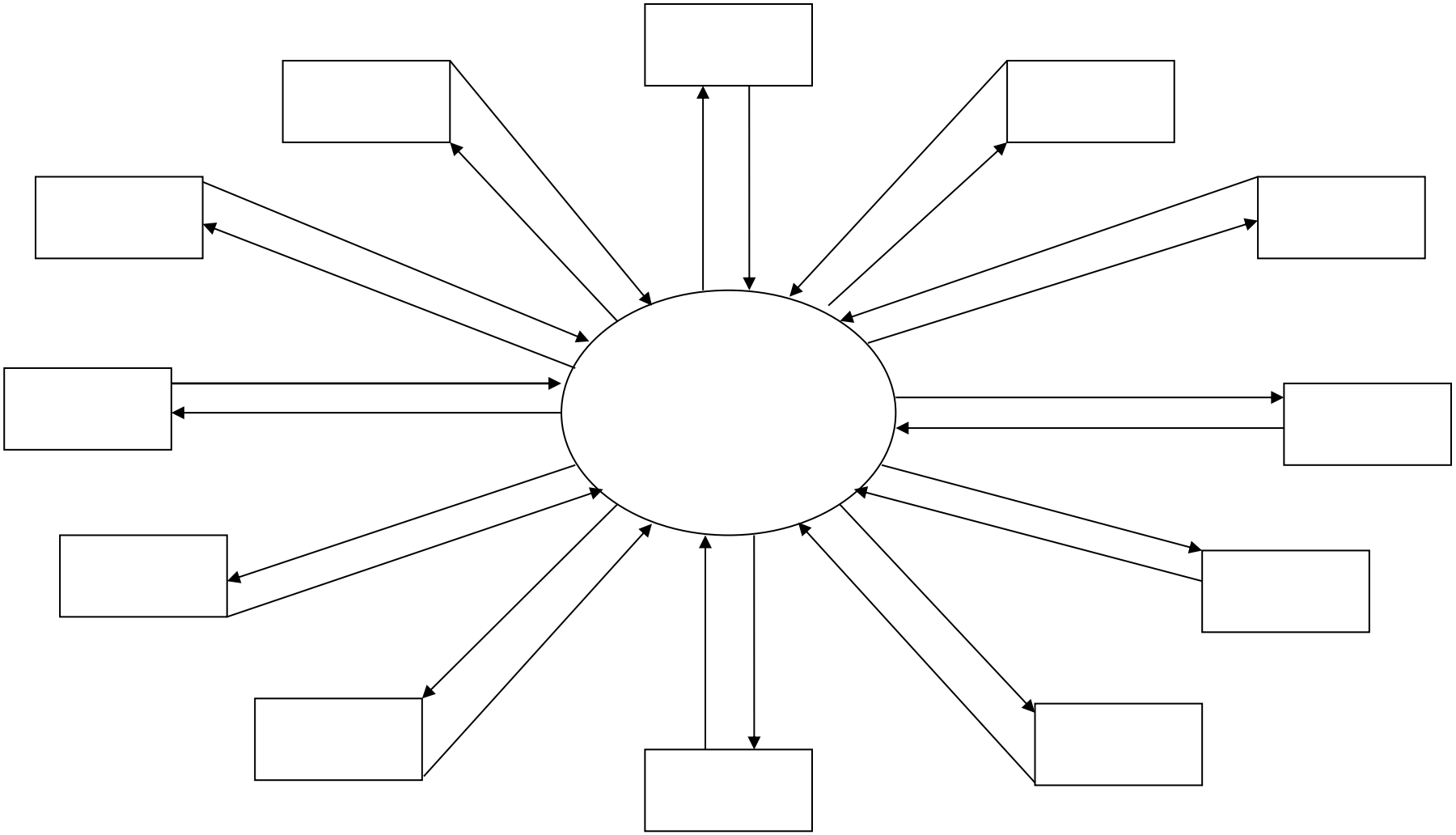
On the next page you will find a Reciprocal Relationship Chart.

1. Write the goal in the center circle
2. Write the assets in the boxes
3. See if you can identify a reciprocal relationship between the goal and the asset. For example: the community college provided the training and in return they increased student enrollment.
4. Write the potential reciprocal *positives* along the arrows on the chart that run between the inner circle and the asset block
5. The ideas that have the best reciprocal opportunities should take higher priority.

*These exercises were intended to get us to thinking about connecting the dots in new ways, thereby getting a win-win. Use the chart on the next page for a visual map.*

.

Charting these potential partnerships provides a visual map of the potential benefits to all members in the community.



Adapted from Kretzmann and McKnight, Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets.

## Step four

**Project Complexity:**

Use the chart below to list project ideas and consider how difficult they are versus how important they are. The objective of this activity is to help the group prioritize their ideas. Complex ideas that are really important may be worth doing, but if they are not that important, they should not be rated as a high priority. Two important caveats: 1) Sometimes, doing a simple thing first on which you can be successful is the best way to start and gain momentum and 2) It is wise to look into your community for projects that are already happening and can contribute to your goal. Collaborating with an ongoing project can give your project a boost and can be a win-win for both.

**Project Complexity Key: 1 – 3 points with 1 meaning small or easy, 2 means medium level and 3 means large or difficult**

**Potential costs:** Small budget, medium budge, or large budget

**Number of partners or collaborators**: one or two partners, several partners, many partners

**Project completion time:** Less than a year, less than three years, more than three years

**Importance Score** One is the lowest priority and three is the highest

| Project Ideas | Potential costs | Number of partners | Project completion time | Total Complexity Score | Importance Score | Ideas for breaking into smaller projects |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

**If a project seems to complex, try breaking it into smaller goals or accomplishments.** We often think about economic development as large industrial projects or tourism strategies, but the focus of this workshop is *local economic development* (strategies that are within our reach and will improve the overall quality of life.) You can then put the smaller projects into the chart and see how they line up. These are the kinds of strategies we want you to start thinking about as we move into the next activity.

**WORKSHEET**

| Project Ideas | Potential costs | Number of partners | Project completion time | Total Complexity Score | Importance Score | Ideas for breaking into smaller projects |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## Step five

Ask all four teams to select one to three top priority ideas and then rejoin for group discussion. Each team will report their top ideas for continuing this work. The facilitator should list those ideas on loose leaf paper, one idea per sheet.

1. The *idea pages* should be set out in an area so the group can review the ideas.
2. Ask each person to write his or her name by the idea or ideas that reflect their highest priority.
3. The four ideas, with the most signatures will become new work groups.
4. Those who signed up for these ideas will join the groups
5. Others who are not in one of the four groups will select a group.

Any idea page with two or fewer people will need to disband and join another group in which they are interested.

If anyone signed up for multiple ideas they may have to choose their biggest priority topic.

## Step six

Once all of your participants have elected *topic* groups, they will be the new working groups.
At least one Steering Committee person should join each group.

- Elect a group Project Champion, one or two people that will coordinate and facilitate the project process (this person should not be a member of the Steering Committee person).
- Teams should share their contact information

# Exercise 4B: Strategies for turning ideas into action

**Purpose:** To flesh out a plan into a logical flow of achievable steps and to identify how those steps will be achieved and by whom.  This is hard work, but if it is done well, the project will more likely occur and not will fall on the shoulders of one person to complete.

**Room Set up:** Tables and chairs set up for the small group work; one for each Project Group.

**Materials:** Flip chart, markers, loose leaf paper and pens

**Time:** 55 minutes

Welcome the group back from lunch or to their second day of the Workshop.

Community Workshop

## Step one

The first thing we will work on is a sort of logic model, it shows the logical flow of events that will make the goal a reality. Let's begin with making our goal understandable and SMART. (Welborn, 2010)

We started with a wish and now need to make sure that it is really a goal and a SMART goal at that. A SMART goal has the following qualities:

**S means Specific:**
It's very important to know exactly what your team wants to achieve. Someone looking at your goal from outside the group should be able to understand exactly what you hope to accomplish.

**M means Measurable:**
Given the increasing attention to accountability, developing measures that allow you to document whether you are moving in the right direction in terms of achieving your goals is vital. Keep in mind that you need to be able to measure the goal you write.

**A means Attainable:**
Avoid embracing goals at odds with the current or anticipated resources available in your region.

**R means Relevant:**
Pursue goals your team honestly believes can contribute to regional economic growth.

**T means Time-Framed:**
It is important to have timelines for each of your goals. A timeline helps keep things on track.

Take a minute to rewrite your wish in a way that makes it a SMART goal.

## Step two

Next make sure the project idea and SMART goal line up. Will the project help us achieve the goal? It is fine if it does not completely achieve the goal; most ideas will not. Even so, you want to make sure they line up. If the project or goal needs to be adjusted, do so now.

Next you will want to work backwards to figure out the steps needed to achieve the goal using the project idea. If you have never tried the process of working backwards it can be a little challenging to restructure your thought process. But it is worth the effort. A teacher, for example will be teaching a class starting Sept.2013. Working backwards she will need to have finished the curriculum by the end of August 2013. See the process in the chart below.

| Goal | Long terms goal: | Medium term goal | Immediate steps |
|---|---|---|---|
| Finished Curriculum Sept. 2013 | Rough draft of each class session with an outline of all the tests, and course requirements by July 2013 | Compile a set of materials including text, worksheets, examples or audio-visuals by May 2013 | Define course topic |
| | | | Search for existing course plans |
| | | | Outline plan for course |

The challenge you might face with your project comes from charting unfamiliar territory. Unlike the teacher, you may not know all of the steps that will be required to accomplish your project goal, but working backwards helps bring out some of those unknown steps.

To help your group get started, begin by writing the steps, milestones and resources that you can think of on sticky notes; one idea per note. For each step or milestone, consider what smaller steps can lead up to that milestone. Then record those steps on sticky notes. Continue the process until you have exhausted all ideas. Arrange the sticky notes in a logical order and record the steps or milestones on a chart (see page 134.)

## Step three

The next step will be to plan how and when those steps will be achieved and by whom. Set specific responsibilities that you will follow-up on later. See the worksheet on the next page. You may want to create a project calendar to help everyone keep on track. When you have completed the worksheet, be sure to schedule a meeting day when the team will meet to discuss their progress and next steps.

**WORKSHEET FOR SETTING PROJECT GOALS**

| Steps to accomplish | Who is going to work on it (can be a team) | Main contact information | Date to be completed | Budget or cost |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Closing Activities

***Script***

**There is a retired gentleman living in Glouster, Ohio a small rural community in the Appalachian foothills. Finding himself at loose ends after his wife passed on, he decided to repaint an old fire hydrant and then a building in his neighborhood. After he completed a few buildings, some of the community residents joined in and one thing led to another. Soon his story was aired on national TV. Apparently, the story struck a chord and not long after, buses with youth groups and volunteers began rolling into Glouster armed with buckets and paint brushes. (CBS News http://www.cbsnews.com/video/watch/?id=7407522n)**

**The community work you are planning today has the potential of having the same snowballing affect. Keep in mind that this was just one retired gentleman with a paint brush and ladder. There were no meetings and no money and yet his singular effort turned into an army of good will and support. The moral of this story is to look for small wins; you do not have to take on monumental challenges to make a difference. Our efforts in (name of community) may not make national TV but it may spark another idea for another project and that sparks another idea and who knows where it will end.**

## Before closing

**Please complete the evaluation sheet. It is either on the back side of the agenda or attached to it. We have extra copies if you need one. Your input is extremely important.**

**We truly appreciate that you came to this workshop and it's great to see your energy and enthusiasm. We would like to give a special thanks to the Steering Committee, the Research Team and (other people or groups) who worked diligently to make this workshop an event that is worthy of your time.**

## Facilitator Note:

If this is the end of a Two-day Workshop, dinner would provide an upbeat end to the event.

# Phase Three: Ideas to Action

**Steering Committee Meeting Eight …Page 138**

Reflecting, Evaluating, Moving Forward

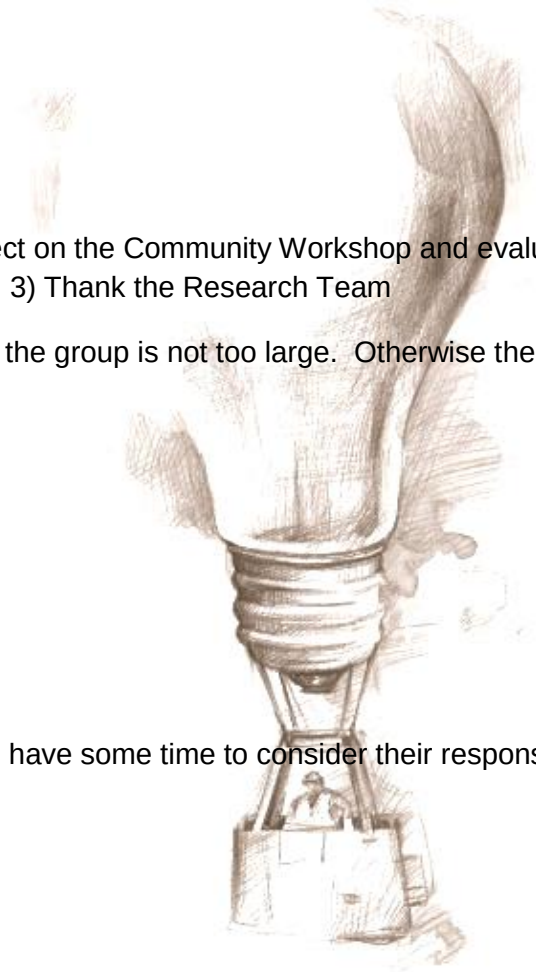
**Steering Committee Nine …Page 143**

Planning the *CULTIVATE NC Breakfast Meetings*

| **Curriculum Guide (Phase 3)** | | | | |
|---|---|---|---|---|
| | | | | |
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Steering Committee<br>Meeting 8<br>Post Workshop<br>Page 138 | Plan next steps to keep the initiative moving forward | • A time for the Steering Committee and the Research Team to meet and to reflect on the Community Workshop and evaluate if they met their goals and objectives<br>• Define the roles of the Steering Committee moving forward<br>• Plan next steps to foster the growth of the new community projects<br>• Thank the Research Team | • Flip chart and markers<br>• Scissors<br>• Sticky wall or butcher paper<br>• glue sticks<br>• Overhead projector or a computer with LCV projector<br>• Evaluations that were collected at the Workshop<br>• Copies of the Project Coordinator Update Form |
| Date<br>Time<br>Location | Steering Committee<br>Meeting 9: Planning the *CULTIVATE NC Breakfast Meeting*<br>Page 143 | Create a framework and structure where the Project Champions can build relationships and a team of resources to help with community development | • Updates from last meeting<br>• Planning and management of breakfast meetings | • Project update forms<br>• Paper and pens |

# Steering Committee Meeting Eight:

# Reflecting, Evaluating, Moving Forward



**Purpose:** .Plan next steps to keep the initiative moving forward

**Objectives:** 1) A time for the Steering Committee and the Research Team to meet and to reflect on the Community Workshop and evaluate if they met their goals and objectives. 2) Define the roles of the Steering Committee moving forward. 3) Thank the Research Team

**Room Set up:** The group might prefer to meet in a more informal setting (someone's house) if the group is not too large. Otherwise the tables should be grouped in a circle or square arrangement for group participation.

**Materials:**

- Workshop evaluations
- Flip chart and markers
- Scissors
- Sticky wall or butcher paper
- Glue sticks
- an overhead projector or a computer and AV projector for the plus/delta activity
- Plus/delta questions should be projected onto a wall or screen so the group can have some time to consider their responses

**Time:** 75 minutes

***Script:*** **We usually end the meeting with a Plus/Delta exercise, but today we are going to begin our meeting using the Plus/Delta exercise to talk about the Community Workshop. (**Ask for two volunteers, one to make notes on a flip chart and one to take meeting notes)

Instructions: Distribute the evaluations, a few to each member. (This activity will require two volunteers, one for taking notes on a flip chart and another to write notes for the Workshop Community Profile.)

1. First, ask the group to read through the evaluations and then select a few to share with the group. Select evaluation comments that are informative or in some way significant. Ask a volunteer to write a list of themes on a flip chart.
2. Second, ask the group to reflect on the youth-adult partnership; ask each person to describe it in one word. (Start a new flip chart page)
3. Next, ask the group to reflect on the Community Workshop and describe it in one word. (Start a new flip chart list.)
4. Hang the lists where they can be easily viewed and explain that we will return to these lists at the end of the meeting.

## Plus/Delta

***Script:*** **Now that we have read through the evaluations and reflected on our own thoughts about the workshop let's go through the plus/delta questions. (**Ask for a volunteer to take notes, this information will be useful in the follow-up report.)

| PLUS (What did we do well?) | DELTA (How can we improve?) |
|---|---|
| *What was the quality of the experience, based on the evaluations?*<br>*How did people react to it?*<br>*Did it meet the needs and expectations of the participants?*<br>*Were the exercises productive?*<br>*What was accomplished?*<br>*How well did it accomplish the desired outcomes?*<br>*Was it within the mission of the workshop?*<br>*What parts of the agenda worked well?*<br>*Were there any surprises?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?* | *What would you do differently and why?*<br>*Did the accomplishments justify the resources expended?*<br>*Are there any updates on workshop activities?* |

## Moving forward

***Script:*** **You have given your community a wonderful gift! Workshop participants left feeling inspired knowing they have the capacity to design their future. Your objective now, is to nurture the seeds that were planted at the workshop.**

First, it's important for the Steering Committee to maintain a kind of skeletal structure that provides ongoing coordination and communication for the Project Champions. The goals are to:

- help coordinate efforts
- maintain focus of the community vision
- maintain open lines of communication
- act as a mentor, coach, or a team of resources for the Project Champions

Nurturing the process of a community-driven initiative will mean many different things depending on the group, their goals, the different personalities, and the challenges they encounter.

Think about it this way, a healthy and thriving community needs tending just like a healthy and thriving garden does.

The role of the Steering Committee is to nurture the Project Champions in much the same way a gardener cultivates a garden. Here is a chart with a few suggestions on how to cultivate that garden.

There is an excellent resource, *"A Field Guide to Community Coaching,"* available online at http://kenhubbell.com/pdfs/FIELDGUIDEversion-1final.pdf

Steering Committee Meeting Eight

## Using social media to create opportunities for informal discussion

The Steering Committee and Research Team members will be ready for a break from the monthly meetings. Ask the social media person to identify some options for setting up an online communication system so the group can continue to work together without formal meeting dates. Some suggestions might include: a blog or a Facebook page. If the group prefers an option that is more private, check out Member Hub or something similar. There is a monthly service fee but the communication would not be open to the public.

## Next steps

1. **Write a report summarizing the events and outcomes from the Community Workshop.** Be sure to include qualitative and quantitative information. Include a brief summary of evaluations that were provided from the workshop participants. (This could be a group effort including the note-takers and person who wrote the Community Profile) The report could be reviewed by email for comments.
    a. Chairperson
    b. Assistants

2. **Set an appointment with the Town Council or governing officials and provide a follow-up presentation with highlights of the event.** (This should be either the Steering Committee leader or the person who made the Community Profile
    a. Chairperson
    b. Assistants

3. **Attend Project Champions meetings.** Each Steering Committee member should be in communication with their project teams. Encourage them to set a date to meet before the enthusiasm that was generated at the Community Workshop fades.
    a. Keep a record of which Steering Committee members are working with which project.

4. **Keep the local media informed.** As projects come to life, getting some publicity would help celebrate the success and motivate the community to keep going.
    a. Chairperson
    b. Assistants

5. **Maintain a scrapbook or portfolio** Maintain copies of promotional materials and media coverage.
    a. Chairperson
    b. Assistants

6. **Maintain social media to keep the community updated on events and activities related to the Community Workshop**
    a. Chairperson
    b. Assistants

7. **Plan celebrations every six months:** Celebrating the community moving forward to make change, no matter how large or small the celebration, can be a catalyst to add momentum toward reaching the community vision. Do celebrate community success. It is important for the overall health of the community and it can "make a difference!" **Examples of Community Celebrations: County fairs, Youth festivals, Senior festivals, Family festivals, Business grand openings, Cultural fairs and events, Community dances, Spaghetti dinners, Fish fries, School events, and other community–wide activities that bring people together (Allen, 1999.)**
    a. Chairperson

## Closing activity:

***Script:*** **Now that we have completed the hard work, let's end the meeting with a creative activity. We are going to create some word art. Look over the words we collected today when we were going through the evaluations. Choose one of those words…something that speaks to you and write it on a piece of flip chart paper. Cut it out and place it on the sticky board in some random order. When we have all placed our words on the board we can move the words around until we build a word collage that is appealing. Then we will take a picture and it will become the cover page for our scrapbook.**

Ask the Social media volunteer to contact the group when they have arranged a system of online communication, so everyone in the group can participate. Set a date for the next meeting.

## Adjourn

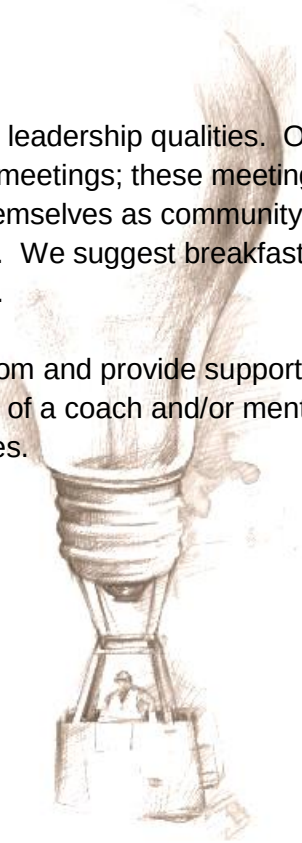
*Creativity Principle # 10*

*Make it fun and keep at it.*

*Plan a celebration event for the Steering Committee and Research Team*

*Think of a fun way to thank the Research Team*

# Steering Committee Meeting Nine:  Planning the Breakfast Meetings



**Purpose:** Although some people seem to be born leaders, most of us need support and encouragement to develop our leadership qualities. One strategy for supporting your new Project Champions is to plan monthly breakfast meetings. These are not project team meetings; these meetings are for project leaders and anyone interested in learning about community leadership. At this point they may not see themselves as community leaders, but they have taken on a leadership role and you want to make it as easy as possible for them to be successful. We suggest breakfast meetings because they do not interrupt the daily workflow and breakfast menus are generally less expensive than lunch.

**Objective:** The idea is to create a framework and structure where the Project Champions can come together to learn from and provide support to each other. In addition, the meetings provide an opportunity for the Steering Committee or Extension to take on the role of a coach and/or mentor by presenting short (less than 15 minute) activities for building leadership skills, facilitation, and troubleshooting strategies.

The goal for the Steering Committee would include the following:

- help coordinate efforts
- help the Project Champions maintain focus of the community vision
- maintain open lines of communication between Project Champions and Steering Committee members
- act as a mentor, coach, or a team of resources for the Project Champions

**Room Set up:** To set the tone, consider having a Breakfast Meeting at a local restaurant

**Materials:** Copies of the Project Update Forms, a calendar for planning dates, paper and pens

## Updates from the last meeting

| Accomplishments | Next Steps |
|---|---|
| *Summary report of the Community Meeting outcomes*<br>*Update on social media*<br>*Update on scrapbook or portfolio project*<br>*Did the Community Workshop receive any news coverage?*<br>*Any updates from the Project Champions?* | *What are the next steps?*<br>*What is the anticipated end date?*<br>*Do you need any assistance?*<br>*Have you run into challenges or barriers that keep you from moving forward?* |

**The Art of Community Coaching**

At a very basic level, successful community coaching moves people from a needs-based approach to an asset or strength-based approach to community work. Coaching for communities' means offering an empathetic ear, finding the coachable moments, and engaging in joint learning.

Coaches do not provide the answers. They support capacity building by helping community members learn from one another and from their own experiences in order to find their own solution.

Each coach, however, will bring his or her own art to the work. As a result, coaching is not something that one learns solely from books and training experiences, but rather something we nurture and grow as part of our being and doing in the world.

Just as each artist is unique, each coach and each coaching situation is unique as a coach finds coachable moments and responds skillfully to community possibilities.

Excerpt from *A Field Guide to Community Coaching*. Developed by Mary Emery, PhD, Ken Hubbell and Becky Miles Polka http://kenhubbell.com/pdfs/FIELDGUIDE-version-1final.pdf

## Next Steps

Establish a monthly system for operating the *Creativity Inc Breakfast Meetings*

1. Determine a location, time and calendar date (for example: third Wednesday of every month) for the *CULTIVATE NC Breakfast Meetings. (Check with the restaurant to see if there is a better day in the week or time in the morning that will not disturb the other patrons.)*

2. Set up a system to rotate the responsibility for facilitating the Breakfast Meetings. (Ideally, all Steering Committee members should attend every Breakfast, however this system allows for some flexibility.)

3. The role of the Facilitator is to:
    a. present a 15 minute leadership training activity
    b. encourage the participants to fill out the Project Update Forms (see next page.)
    c. facilitate the process of informal conversation over breakfast

4. Identify one or more Record keepers to upload the information from the Project Update Forms into a monthly Excel spreadsheet or something similar for documentation.

5. Identify a chairperson to watch over the *CULTIVATE NC Breakfast Meetings* and make sure that the process is operating smoothly. The chairperson would be responsible for managing the monthly rotation process for meeting facilitators, sending out monthly reminders, and for handling any correspondence and arrangements with the breakfast location.

Steering Committee Meeting Nine

**Record Keeping:** Good record keeping will provide Extension Agents with good documentation of community development work. Plus it will be an advantage if the community applies for a grant or loan in the future. The form is simple and should not require more than 10 minutes of time. *The Steering Committee will use the information to create a monthly report on project activities.* (There is an evaluation sheet in the Appendices with some suggestions for correlating the data into Extension objectives.) The forms are simple updates and Project Champions should not get overly anxious. A few simple sentences and estimates are all that is necessary. *(Some people will make this process more difficult than intended and some will want to take the forms home but it's better to walk the group through the questions and collect them at the meeting.)*

**PROJECT UPDATE FORM (WORKSHEET)**

| Project Name:<br><br>Date | | | | | | |
|---|---|---|---|---|---|---|
| Objectives completed? | What specific steps did you take to reach the objective? | What resources did you use? | What challenges did you encounter? | Who was responsible for the work this month? | How many total man hours this month? | What's the next step? |
| | | | | | | |

| **Curriculum Guide (Breakfast Meeting Sample)** | | | | |
|---|---|---|---|---|
| | | | | |
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Monthly breakfast meetings<br><br>**Other options:**<br>Family potluck dinner & meeting<br>Project site trips & meeting | Develop leadership skills<br>Learn troubleshooting strategies<br><br>Collect monthly updates on development projects<br><br>Relationship building<br><br>Problem solving opportunities | 15-minute skill-building activities<br><br>Fill out a project update form<br><br>Give a brief project update, informal presentation around the table followed by open discussion | Flip chart and markers<br><br>Reporting forms and pens<br><br>Other materials as needed for leadership building activities |

Closing Exercise: Have the group respond to the following questions:

Reaction – How do you feel about the plan for the Breakfast Meetings? Is it comprehensive? Is it clear?
Clarification – Is there anything you didn't understand?
Action – What needs to be added, removed, or changed?
Confirm the next steps and identify who will be completing the work and the time frame

Remind the group that next meeting will be the first *CULTIVATE NC Breakfast Meeting*. Any update, announcement, or questions can be sent on the blog or Facebook page… which ever social media forum your group is using.

## Ripple Effect Mapping: A "Radiant" Way to Capture Program Impact

*This is a different evaluation from the survey distributed at the workshop.*

This evaluation is designed to capture project impact information when the workshop projects are complete. We suggest conducting an evaluation by the end of the first year so that you can provide stakeholders with an update. If all of the projects are not complete, do the evaluation at the end of the first year and another when the project is complete.

**The following method was excerpted from Journal of Extension: http://www.joe.org/joe/2012october/tt6.php**

The method, known as Ripple Effect Mapping (REM), uses elements of Appreciative Inquiry, mind mapping, and qualitative data analysis to engage program participants and other community stakeholders to reflect upon and visually map the intended and unintended changes produced by Extension programming. The result is not only a powerful technique to document impacts, but a way to engage and re-energize program participants.

## Description of the Method

The steps involved in Ripple Effect Mapping are:

- Identifying the intervention: REM is best conducted for in-depth program interventions or collaborations that are expected to produce broad or deep changes in a group, organization, or community.

- Scheduling the event and inviting participants: The REM process includes both direct program participants and non-participant stakeholders. This latter group offers a unique perspective and a form of external validation to verify the "performance stories" of program participants. Ultimately, a group of eight to 15 participants is ideal.

- Appreciative Inquiry Interviews: At the beginning of the REM event, participants are paired up and instructed to interview each other about particular ways the program affected their lives or particular achievements or successes they have experienced as a result of the program (Cooperrider & Whitney, 2007).

- Mapping: The core of the session involves group mapping, using Mind Mapping software (Donaldson, 2010) or papers and tape on a wall, to brainstorm and hierarchically map the effects or "ripples" of the intervention. This process engages the entire group and provides opportunities for participants to make connections among program effects. The process is co-led by a facilitator and a "mapper" and is typically completed in one to two hours.

- Cleaning, Coding, and Analysis: After the session, the evaluator may need to reorganize the mind map and collect additional detail by interviewing other participants. The data produced in the mapping process can be downloaded into a spreadsheet program and coded in a variety of ways. For example, the "ripples" can be coded as short-term knowledge, skill, or attitude changes; medium-term behavior changes; and long-term changes in conditions. Furthermore, these changes in conditions can be coded using the Community Capitals Framework *(Emery & Flora, 2006; Rasmussen, Armstrong, & Chazdon, 2011).* See page 165 for an Excel template using the Community Capitals Framework.

# Guidelines for the Research Team

Curriculum Guide (Page 149)

Introduction (Page 153)

Asset Mapping in Your Community (Page 158)

Appreciative Inquiry (Conducting Community Interviews) (Page 173)

Summarizing Research (Page 185)

**Curriculum Guide (Research Team)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. We suggest that you move the map to front of the curriculum for easy reference.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Kick-Off for CULTIVATE NC:<br>Location: TBD<br>Time: 2 hours<br>Page 25 | • Introduction to CULTIVATE NC:<br>• Provide opportunity for youth to see and participate in the process of community capacity building | • Introduction<br>• What does creativity have to do with economic development?<br>• Overview of curriculum<br>• Introduce Research Team<br>• Invitation to own this work | Provided by the Steering Committee |
| Date<br>Time<br>Location | Work Session I<br>Introduction to Asset Mapping<br>Time: 1 hour<br>Page 158 | • Students will be able to identify community assets<br>• Students will be able to describe reciprocal relationships | • Read a story about a neighborhood that discovers the power of Asset Mapping<br>• Brain storm a list of community assets<br>• Review asset inventory charts | • Excel spreadsheet templates<br>• Copies of the Community Assets chart<br>• Copies of the story, “Awakening the Power of Families and Neighbors”<br>• Pencils |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Library or<br>Resource Center | Work Session 2<br>Library resources<br>Time: 3 hours<br>Page 165 | Expand knowledge and skills in data mining | • Learn about library resources<br>• Collect data | • Excel spreadsheet templates<br>• Copies of the Community Assets charts filled-in during the brainstorming session at the last meeting<br>• Pencils<br>• Computer |
| Date<br>Time<br>Location | Work Session 3<br>Data Management<br>Time: 90 minutes<br>Page 169 | Data management<br>Provide guidance and motivation to maintain focus on the project | Inventory update<br>Upload data into Excel spreadsheet | One or more computers |
| Date<br>Time<br>Location | Work Session 4<br>Prepare Asset Mapping Inventory<br>Time: 90 minutes<br>Page 171 | Complete data upload into Excel spreadsheet | Synthesize data and print or provide electronic copies of Asset Mapping Inventory | One or more computers |
| Date<br>Time<br>Location | Work Session 5<br>Introduction to Appreciative Inquiry<br>Time: 90 minutes<br>Page 174 | Preparing for Community Interviews | Overview of Interview Materials | • Interview Instructions<br>• Interview scripts<br>• Interview Questions<br>• Interview Summary guides |
| Date<br>Time<br>Location | Steering Meeting 2<br>Youth-Adult Partnership<br>Time: 90 minutes<br>Page 53 | Meet with Steering Committee | • Paired Interviews with Steering Committee<br>• Youth-Adult Partnership building activities | • Interview materials<br>• Pens or pencils<br>• Note pads<br>• Asset Mapping Inventory |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Work Session 6<br>Set Interview Appointments<br>Time: 90 minutes<br>Page 183 | To provide the Research Team with structure and support as they begin the process of community interviews | • Set interview appointments<br>• Conduct over-the-phone interviews | • Asset Inventories<br>• Interview materials<br>• Pens/pencils |
| Date<br>Time<br>Location | Work Session 7<br>Conduct Community Interviews<br>Time: 90 minutes<br>Page 184 | Research Team will *each* interview three community leaders using Appreciative Inquiry | This may be done in a group or as homework. The decision is up to the Team leader and the students | • Interview Script, questions and summary<br>• Pens/pencils |
| Date<br>Time<br>Location | Work Session 8<br>Summarize Interview notes<br>Time: 90 minutes<br>Page 185 | Begin the process of organizing and formatting research material into a summary document | • Write brief summaries<br>• Upload summaries into Word document | • Pencils and note paper,<br>• 2 flip charts and markers<br>• Computer<br>• Spreadsheet of Asset Mapping (Excel file) |
| Date<br>Time<br>Location | Work Session 9<br>Prepare Research Materials for the Steering Committee<br>Time: 90 minutes<br>Page 190 | Gain experience in data management and presentation of materials | • Prepare poster quotes<br>• Prepare a copy of the Asset Mapping Inventory for each member on the Steering Committee<br>• Prepare a summary of Interview notes for each member on the Steering Committee | • Flip chart paper or poster<br>• Markers<br>• Copier paper, if needed<br>• Interview summaries<br>• Asset Mapping Inventory on paper, CD's or DVD's<br>• A brief case or folder and clips to organize, protect and transport materials to the Steering Committee Meeting 5. |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Steering Committee<br>Meeting 5<br>Review Reflect and Discuss Research Materials<br>Time: 90 minutes<br>Page 89 | • Gain experience working in a Youth-Adult Partnership<br>• Gain experience evaluating research data and planning Project-Based Activities | • Reflect and discuss interviews.<br>• Select material to use at the workshop | • Poster Quotes<br>• Masking Tape<br>• Interview summaries<br>• Copies of the Asset Mapping Inventory |
| Date<br>Time<br>Location | Work Session 10<br>Build an Asset Mapping display for Community Workshop<br>Time: 90 minutes<br>Page 191<br>(This should complete the research component) | Plan displays for the Community Workshop | Create the Community Asset Map and Asset Cards | • Butcher paper or presentation board<br>• Markers/crafting supplies<br>• Index cards and labels<br>• Rubber bands<br>• Computer and printer |
| Date<br>Time<br>Location | The following work sessions will be joint meetings with the Steering Committee<br>See meeting 6<br>Page 97 | Gain experience in planning and organizing a community development initiative | • Help plan the Community Workshop<br>• Help promote the Community Workshop<br>• Help facilitate the Community workshop | Materials will be provided by the Steering Committee |

# Introduction

In the early 1900's rural communities were experiencing a migration of youth to the cities, much like today. In an effort to change the tide, an innovative school principal in rural Ohio began to promote vocational agriculture out-of-school clubs. That same year USDA hired Seaman Knapp to promote better farming methods. Together these two events formed the root of the 4-H program and changed the agricultural landscape. The "Corn Clubs" and "Tomato Canning Clubs" infused the rural economy with innovative ideas and new technology. In 1922, a team of Iowa Canning Club girls won a national canning contest. For their achievements, they were awarded a trip to France where they gave canning demonstrations. Winning a trip to France would be an exciting accomplishment today; imagine what it meant to those girls and their communities in 1922! Through these clubs, youth began to see themselves as having a critical role in their rural economy. This vision needs to be reignited.

Youth-adult partnerships (YAPS) are beneficial to both groups because through YAPS, both groups have a chance to learn about the other and through the partnership, project and programmatic goals are reached in a more efficient manner. YAPS open up new doors to not only working with a different peer group, but also open up avenues to reaching expanded audiences thanks to the partnership between youth and adults. YAPS are an effective way to blend generations together for multi generation and cross programmatic instruction.

Taking an active role in community building will encourage civic engagement, build capacity, and develop in youth a deeper appreciation for the community they will inherit. But most importantly, these are the voices that may help the community move into the 21st century. Taking on the research component provides an excellent opportunity for the upcoming generation to gain experience in community decision-making and governance.

**Why should Cooperative Extension do this work?**

**The process for economic development provided in this curriculum is referred to as *Local Economic Development (LED.)* The focus is on building relationships and better conditions for economic growth; it is not about attracting new industries or facilities.**

**For example: There is a NC community that hosts a manufacturing company with good job opportunities. However, the manufacturer has difficulty finding local residents that can pass the drug test, so the jobs go to people outside the community.**

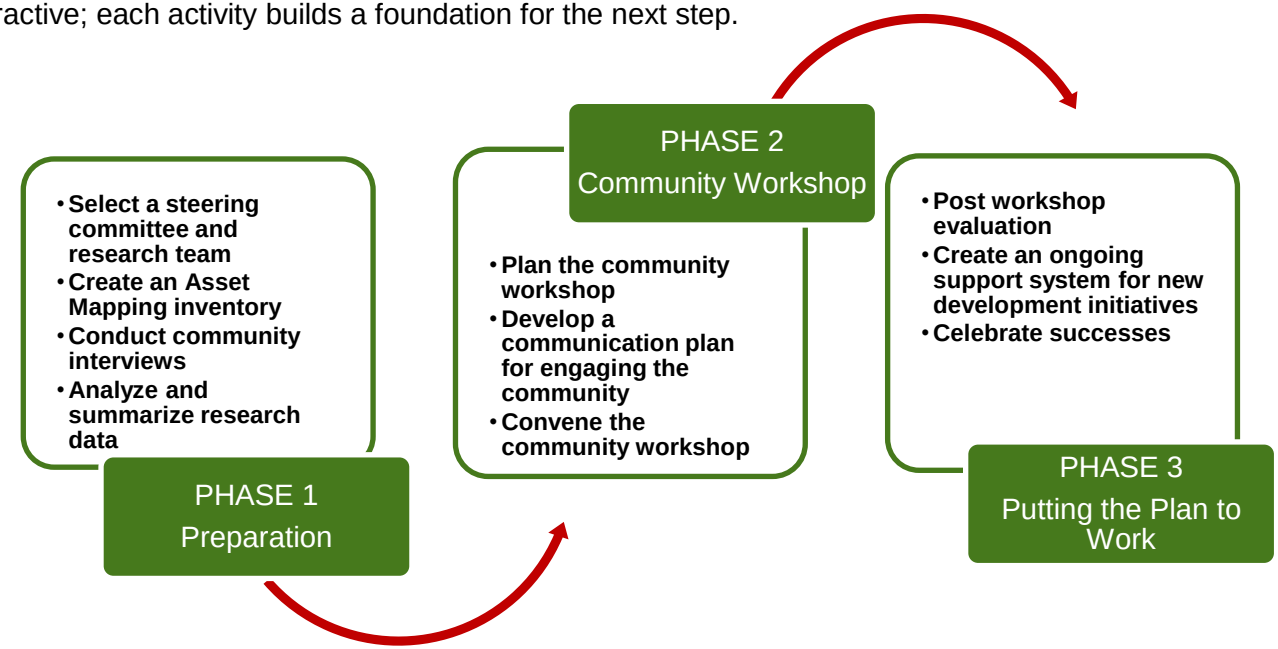
**This is a barrier that affects the local economy but does not fall under the domain of an *economic developer*. This economic challenge will not be fixed by attracting a new business to the area. This is an example of *local economic development* where an Extension agent's essential skills, youth and family development expertise, and strong network of relationships can make a difference.**

## What you will find - The curriculum has been developed to encourage NC Extension Agents to explore CultivateNC, a creativity-based economic development initiative that draws upon the skills and talents of the local community. It includes an adaptable model for rebuilding community capacity and incorporates a youth-adult partnership.

Whether a community is planning to build a community garden on a vacant lot,… convert a polluter to a more environmentally friendly system, or create economic opportunities in their downtown area, this curriculum provides a process for the community to participate in the creation of the solutions (Adapted from Abi-Nader, 2005.) This curriculum can also be adapted to complement an ongoing project.

The curriculum is separated into three parts. Part one builds a strong leadership core and collects and prepares community data for Phase 2. Phase 2 centers around a large Community Workshop that will bring in new voices and begin to build a community action plan. Phase 3 takes the results and enthusiasm from the Community Workshop to build an ongoing community development initiative.

The role of the Extension agent is to orchestrate the process. The curriculum provides a step-by-step agenda, research tools, instructions, and a series of activities for each phase. The process is interactive; each activity builds a foundation for the next step.



**Why have the youth do the community research?**

To build on youth expertise in technology and gathering information

To provide an opportunity to shift the usual power dynamic by developing the youth as the expert in the research phase

To break down barriers that may occur with adult peer-to-peer information gathering

Engaging youth in ownership decision-making, may create a vision of the community as a place to stay and raise their families

Teens usually have more discretionary time than their parents to work on tasks and projects

*Note: You may be able to locate a stipend to offer the youth/student participants. Check local organizations and state wide opportunities for grants in community development or education.*

# Selecting a Research Team

The foundation for CULTIVATE NC includes a significant research component. We suggest selecting a local Youth Group to take on the responsibilities for the research component. The Youth Group will partner with the Steering Committee and play an integral role in the process of Asset Mapping and conducting Community Interviews. The research process will take approximately three to six months depending on the number of researchers and the time available.

This project provides an excellent opportunity for a 4-H program, high school service-learning project or faith-based Youth Group to gain experience in civic engagement and to acquire a deeper appreciation for the community they will inherit. Another option is to contact the local community college to see if some of the faculty would be interested in working with the Steering Committee to promote this project in the community college. Students interested in *journalism, politics, economics, human services, entrepreneurial business operations, and documentary studies (video and audio production)* would gain valuable work experience that could help build their resumes.

For communities concerned about youth out-migration, this project offers an opportunity for local youth to take an active role in building a future that includes the needs of their generation. Working together in a youth-adult partnership can develop or deepen their ties to the community. This curriculum has been written with a Youth Group in mind and provides some optional youth-adult training activities, but the research could be completed by a group of volunteers or students at a community college.

From this point forward the group will be called the “Research Team.” We want to be clear to both the Steering Committee and Youth Group participants that research is an important part of a larger process and should not be seen by either group as work that is somehow less important. The youth-adult partnership must be fair and equitable. All participants, no matter what the age, need to feel their participation is valued and their input is important or they will quickly lose interest.

In most cases the leader of the Youth Group will be responsible for leading the Research Team. In the appendices there is a complete set of instructions and activities for the Research Team leader. Talk with your 4-H leaders. They have the appropriate training materials for Youth-Adult partnerships. Their experience and training would provide valuable assistance to volunteer leaders and they can work with Youth Groups outside the 4-H program

Training - The Research Team will be trained in research strategies for community Asset Mapping and data mining, as well as processes for data management, analysis, and reporting. Secondly, they will receive training to develop skills in adult-youth partnerships, leadership, and interviewing. Training will be provided by the 4-H Cooperative Extension Leader or a person identified by the Extension Director.

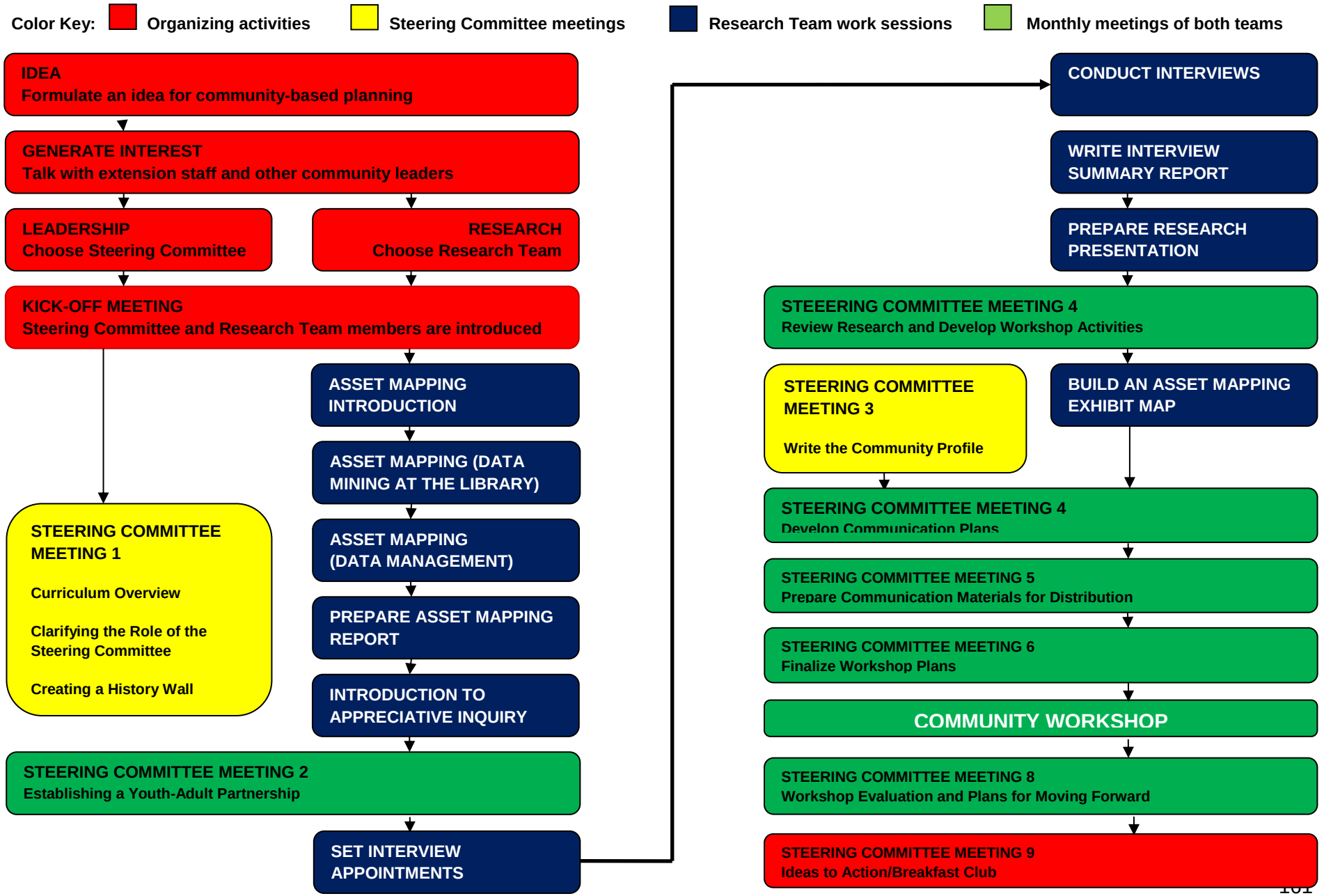
Experience - Students interested in journalism, politics, economics, human services, entrepreneurial business operations, and documentary studies (video and audio production) would gain valuable work experience that could help build their resumes.

The Research Team will partner with the Steering Committee and play an integral role in the process of Asset Mapping and conducting Community Interviews. The team will be encouraged to participate fully in Steering Committee meetings and Community Workshops to see first-hand how their work will become part of a larger development initiative. The intent of this youth-adult partnership is to build youth leadership and voice in community and economic development. This will not only improve the quality of the work, but will give the youth a greater experience in leadership and ownership of what their community will become.

Guidelines - The guidelines were written with a high-school age group in mind. If you are working with a group of college students or adult volunteers you may want to adapt the work sessions to fit the group.

Organizational Flow Chart - The Organizational Flow Chart on the next page provides a kind of road map. It is not a timeline. The timeline for completing the tasks should be completed by the organizing leaders,… the Steering Committee, and the Research Team. The joint meetings are generally considered to be monthly. The Research Team *Work Sessions* (the blue boxes) will ideally move at a faster pace.

## Organization Flow Chart for CULTIVATE NC



# Work Session I (Introduction to Asset Mapping)

**Purpose:** Training in research and data management

**Location:** Extension center or other meeting facility

**Objectives:**

- Students will be able to identify community assets
- Students will be able to describe reciprocal relationships

*Creativity Principle # 2*

*Identify and build on your existing community assets.*

**Materials:**

- Excel spreadsheet templates (three each) (a template is provided in the appendices)
- Copies of the Community Assets Chart (2 each) (provided in the appendices)
- Copies of the story, “Awakening the Power of Families and Neighbors”
- Pencils

**Time:** 90 minutes

***Script:*** **Today’s meeting is going to set the stage for understanding assets and why they are powerful foundations in community development. After we do that we will make a plan for how our research will help to uncover them. The next four work sessions will focus on preparing an inventory of community assets. Most of this work will be done in the library and on the internet. We will then have a couple work sessions where we interview community leaders. All this research will be summarized for the Steering Committee. That will be the end of the research phase. After the research component, we will have the opportunity to partner back with the Steering Committee and help with the preparation for the Community Workshop Meeting**.

## Step one

You will begin the work session with a story titled, “Awakening the Power of Families and Neighbors.” The story is easy to read and provides a great example on how Asset Mapping can help build relationships that strengthen the community. Read it to the group or provide copies for them to read...whatever works best for your group.

## Awakening the Power of Family and Neighborhoods

*An excerpt from The Good Life? It's Close to Home (Blog Post, June 8, 2011.) Abundant Community, Awakening the Power of Family and Neighborhood. The following story was developed from true events in many different neighborhoods. (John McKnight, Abundant Community, 2012)*

*Naomi Alessio and Jackie Barton were walking through the neighborhood, talking about being overwhelmed with work, meals, lessons, school, and especially the kids. Except, Naomi noted, her son Theron had begun to turn around.*

*Last summer, when Theron looked through the open door of the metalworking shop Mr. Thompson had set up in his garage, the old man invited him in. Something clicked. Theron began to stop by every day, and he started bringing home metal pieces he'd learned to make.*

*Naomi could see Theron change. He was proud of what he made Mr. Thompson even paid him to make a few things. Naomi said she'd finally stopped worrying about what Theron was doing after school. Jackie admitted that her son Alvin was in trouble, and she asked Naomi if there might be someone in the neighborhood whose skills would interest Alvin.*

*They knew that Gerald Lilly was into fishing, and that Sam Wheatley was a saxophonist, but that was about it. They decided to ask all the men in the neighborhood about their interests and skills. Mr. Thompson agreed to go with them. It took three weeks to visit all the men on the block. When they were done, they were amazed at what they had found: men who knew juggling, barbecuing, bookkeeping, hunting, haircutting, bowling, investigating crimes, writing poems, fixing cars, weightlifting, choral singing, teaching dogs tricks, mathematics, praying, and how to play trumpet, drums, and sax. They found enough talent for all the kids in the neighborhood to tap into. Three of the men they met—Charles Wilt, Mark Sutter, and Sonny Reed—joined Naomi, Jackie, and Mr. Thompson in finding out what the kids on the block were interested in learning.*

*When they got together after interviewing the kids, Mark talked about a boy he met who knew about computers. Why not ask all the kids what they knew about? Then they could match adults to the kids, just as they planned to match up the kids with the grown-ups. When they were done, they found they had 22 things the young people knew that might interest some adults on the block.*

*The six neighbors named themselves the Matchmakers and, as they got more experience, they began to connect neighbors who shared the same interests. The gardeners' team shared growing tips and showed four families how to create gardens—even on a flat rooftop!*

*Several people who were worried about the bad economy created a website where neighbors who knew about available work could post job openings. To give it some flair, they found people in the neighborhood to take photos for the site and gradually opened it up for all sorts of neighborhood uses.*

*Jolene Cass, for instance, posted one of her poems on the website and asked if there were other poets on the block. It turned out there were three. They began to have coffee, share their writing, and post their poems online.*

*Eleven adults and kids formed the Block Band, and neighborhood singers formed a choir led by Sarah Ensley, an 80-year-old woman who'd been singing all her life.*

*Charles Dawes, a police officer, formed a team of adults and young people to make the block a safe haven for everyone.*

*Libby Green had lived on the block for 74 years. The Matchmakers got two neighborhood teenagers, Lenore Manse and Jim Caldwell, to write down her stories about the neighborhood and post them on the website.*

*Then Lenore decided to write family histories for everyone on the block, and persuaded Jim and her best friend, Lannie Eaton, to help her record the histories and round up photos to go along with them.*

*Charles Wilt suggested a way for the Matchmakers to welcome newcomers to the neighborhood and begin to connect them with their neighbors: give them a copy of the block history and get information about the new family's history, skills, and interests.*

*Three years later, at the annual block party, Jackie Barton summed up what the neighborhood had accomplished:*

*"What we have done is broken all the lines. We broke the lines between the men. We broke the lines between the women. Then the lines were broken between the men and the women. And best of all, the lines were broken between the adults and the children and between all of us and our seniors. All the lines are broken; we're all connected. We're a real community now."*

## Step two

***Script:*** **Now that you have read the story, can you think of any similar experiences with your family or neighbors, where one neighbor shared their gift (assets) with another or with you? Please describe the events.**

**Based on what we learned about assets, let's think about how connecting assets is powerful.**

**How do people feel when they are connected to someone because they have something to offer?**

**Often relationships are hierarchical, meaning someone is on the top and someone is on the bottom. This is not always bad, but it can be less productive and empowering than a more even relationship. Tell me about some usual hierarchical relationships.** (Have them call them out: teacher/student, child/adult, rich/poor, parent/child, boss/employee, participant/leader, servant/master, etc.) When both people have something to offer, what does it do to usual hierarchical relationships?

**Let's think back to the matchmaker story. It does a good job of telling what happens in communities when you work with reciprocal relationships based in humans, but what about organizations and institutions? Can you think of any examples where two organizations share their assets? I will be passing out a chart to help us think about assets available in our community. For our project, we are going to research seven asset categories. Let's review those assets.**

## Instructions

Distribute copies of the Community Assets Chart. In the chart the "gifts" are called assets. Read through each category with the team and make sure they understand the concept. For example, Human Assets can be a confusing because all humans have assets, but collecting information on every person would be a much bigger task and would take too much time. For the purposes of this project, you will be gathering information on people that share their "gifts" talents or skills with the community, like a teacher or an Extension Agent.

These are the things we have to work with in rebuilding community capacity.

***Script:*** **Now that we have reviewed the asset guide, let's brainstorm a list of assets from our community for each category. Use the blank asset chart to fill in the assets. There will be an overlap of some information that falls into more than one category; that is expected.**

| Natural/Environmental Assets | Human Assets | Infrastructure Assets | Social Networks Assets | Cultural Assets | Political Assets | Financial Assets |
|---|---|---|---|---|---|---|
| | | | | | | |

**To promote maximum engagement, I would like each of you to select one or two areas of interest. Those are the areas where you will focus your research. For example, if one of the researchers has an interest in banking; that person could select the Financial Asset category. Another researcher with artistic interests might prefer to identify cultural assets. Any categories not selected by the team should be divided up through negotiation and compromise.**

## Instruction

Collect the Asset Mapping sheets that were filled out during the brainstorming session. The team will be using those sheets at the next meeting. Explain that the next meeting will be held at the library/resource center. This will be a longer meeting approximately three hours. The team will use the library resources to gather information on the category or topic areas they selected today.

The next session was designed with a high-school age group in mind. If you are working with a Research Team of college students it may not be necessary to set up a library research date. The researchers may be comfortable doing the research on their own time schedule. However, the research categories do overlap and they may find that working together can reduce the time spent on duplicate research.

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

## Instructions: (Ask the team to reflect on the meeting)

The facilitator or a volunteer should take notes on the flip chart paper. Review the list of objectives for the day. Did we meet those objectives? Some suggestions for additional questions are listed in the table below.

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *What did you find most useful?*<br>*What key takeaways do you have?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

**Set a date for the next meeting (Ideally the Research Team will meet weekly or every other week in order to compile the research in a timely manner.) Adjourn**

**Suggested Resource List**

**Newspapers**

**Phone Books**

**Business Directories**

**Community Directories**

**Bulletin Boards**

**Community Newsletters**

**Online Directories**

**Visitors Center Resources**

**Chamber of Commerce Resources**

**Community Website**

**NC Council of Art Directory**

**Google search**

# Work Session 2 (Library Resources)

Objectives: Learning about library resources and putting that training to work.

This session was written for high-school students. If you are working with a Research Team of college students, they may not need this training and may prefer to work on their own schedule.

**Location:** Library or resource center. If possible secure a private workroom where the team can share information or ask questions.

**Materials:**

- Excel spreadsheet templates (three each)
- Copies of the Community Assets Charts filled in during the brainstorming session at the last meeting
- Pencils

**Time:** 3 hours

***Script:*** **The last time we met we read a story about community gifts and brainstormed a list of local assets in our community. I am going to redistribute the Asset Mapping Inventory charts along with some blank Excel spreadsheet templates.**

**Today, we will have a brief orientation by the librarian on using library references. Then you will begin to research local assets and resources for the category or topic you selected at the last meeting. Start with the assets listed on your charts; as you explore the research materials you will find additional assets to include in your inventory.**

**Please be sure to fill in all of the data fields (name, address, contact info etc.) If some of the information is missing you will need to call that association or institution to obtain the missing information. In some cases there will be an overlap of information. To save time, the team members may decide to work together to avoid duplicate work.**

## Facilitator note

Provide a digital copy of the spreadsheet to any team members with computer access. Keep in mind that you may have to provide a tutorial on using Excel. For those without computer access the data should be collected on hard copy templates and typed into an electronic Excel spreadsheet at a later time. At the close of the meeting, collect the inventories and determine if the team will be continuing to work on this project as “homework.” Determine a process for transferring hand written data into Excel spreadsheets.

**ASSET MAPPING INVENTORY (SAMPLE WORKSHEET)**

| Asset category | Name of business, organization, institution or association | Name of Owner, Director or Manager | Mailing Address or P.O. Box | Email Address for Owner or Manager | Phone for Owner or Manager | Description of Asset | Source of Information |
|---|---|---|---|---|---|---|---|
| Human | High School | Principal John Doe | 123 Main St., NC, 00000 | Email for John Doe | 999-999-9999 | Education | School Website |
| Built Infrastructure | Farmers Market | Market manager John Doe | 123 Main St., NC 00000 | Email for manager | 999-999-9999 | Food or retail | Community website |
| Financial | Community Bank | John Doe, Branch Manager | 123 Main St., NC 00000 | Email for manager | 999-999-9999 | Financial planning | Business Directory |
| Natural | Park Rangers | Park Director, John Doe | 123 Main Rd, NC 00000 | Email for director | 999-999-9999 | Outdoor recreation | Visitors center |
| Cultural | Strawberry Festival | Ms. Jane Doe | 123 Main St. , NC 00000 | Email for Ms. Doe | 999-999-9999 | Local food, arts and crafts | Newspaper |
| Social Network | Community Choir | Director Jane Doe | 123 Main St., NC 00000 | Email for Jane Doe | 999-999-9999 | Music and entertainment | Church bulletin board |
| Political | Community Mayor | Mayor Doe | 123 Main St., NC 00000 | Email for Mayor | 999-999-9999 | Political affiliate | Chamber of Commerce |

**Asset Inventory Worksheet**

| Asset category | Name of business, organization, institution or association | Name of Owner, Director or Manager | Mailing Address or P.O. Box | Email Address for Owner or Manager | Phone for Owner or Manager | Description of Asset | Source of Information |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

## Instructions: (Ask the team to reflect on the meeting)

The facilitator or a volunteer should take notes on the flip chart paper.
Review the list of objectives for the day. Did we meet those objectives?
Some suggestions for additional questions are listed in the table below.

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *How successful were you in identifying community assets?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*How many of you plan to do more research between today and our next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?*<br>*Do you feel comfortable using library resources?*<br>*Do you feel comfortable using internet resources?* |

## Set a date for the next meeting

(Ideally the Research Team will meet weekly or every other week in order to complete the research in a timely manner.)

## Adjourn

## Work Session 3 (Data Management)

**Objectives:** Help the team maintain their focus on completing the Asset Mapping Inventory.

**Room Set up:** Work room with tables, chairs, and internet access

**Materials:** One or more computers, Excel templates for summarizing data

**Time:** 1 hour

Tasks

- Team members should provide an update on the progress of their research and get feedback from the group.
- The Research Team leader will support the Team members in exploring all options and offer suggestions of missed resources.
- For those members who do not have computer access, provide an opportunity to upload data into an Excel spreadsheet. Another option would be to identify one or two volunteers to upload all of the data into an Excel spreadsheet.
- If the team has made good progress, you could begin to synthesize the information. (Merging the spreadsheets into one Excel file.)
- Each Team member should begin to summarize their research data into a narrative format. See the following suggestions:

1. Describe the asset category on which you are working (cultural, political, financial, etc.)
2. How many assets/resources were you able to identify?
3. Group the assets into sub-categories i.e. cultural assets might include:
    a. 60 religious or spiritual institutions
    b. one museum
    c. two community festivals, etc.
    d. make a note of anything that was interesting or significant

## Facilitator note

If everyone on the team is working on computers, then you may be able to review their work electronically and make comments and suggestions without a formal meeting.

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

## Instructions: (Ask the team to reflect on the meeting)

The facilitator or a volunteer should take notes on the flip chart paper.
Review the list of objectives for the day. Did we meet those objectives?
Some suggestions for additional questions are listed in the table below.

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

## Set a date for the next meeting

(Ideally the Research Team will meet weekly or every other week in order to complete the research in a timely manner.)

## Adjourn

# Work Session 4 (Prepare Asset Mapping Inventory)

**Objectives:** Synthesize Community Assets Inventory data into Excel spreadsheets and prepare a summary report

**Room Set up:** Work space with computers, tables, and chairs

**Materials:** Inventory sheets of Community Assets that were collected at the library or completed for homework, computer access

**Facilitator note**

Team members should bring either an electronic version (CD or Memory Stick) of the Asset Mapping Inventory or the hard copy of the Inventory sheets. Inventory data collected on paper will need to be typed into a computer and saved on an Excel spreadsheet. Multiple computers would speed up the process. If all of the inventories are in electronic format, only one computer is needed to merge the data.

**Time:** 1 Hour

## Step one

Synthesize research data into one Excel spreadsheet and analyze the inventory. There should be at least seven spreadsheets…one for each asset category (financial, political, cultural, natural, infrastructure, human and social networks.) The spreadsheets should be combined into one Excel spreadsheet and logged on seven different tabs. The finished spreadsheet should have a clean professional appearance. All of the text fonts should match and formatting should be consistent throughout the document.

## Step two

The team members should analyze their research data

- How many assets were collected?
- Note most frequent responses or gaps in the inventory
- Note anything that seems significant or interesting
- Be sure that all of the contact information for each asset was completed. This data base will be used to generate a mailing list for the Community Workshop (Phase Two)

**Step three**

The team should discuss their analysis and findings; two people should take notes on the discussion. These notes will be used to write a summary of Community Assets. Write the summary now while the information is fresh. After the Community Interviews, the Team will provide an overview of the interview data and attach it to the Asset Inventory summary. Both reports will be given to the Steering Committee.

A GIS map of community assets could be created if one of the Research Team members is knowledgeable and has access to the appropriate computer software.

1. Select a small group, including the note takers, to write and edit a summary of Community Assets
2. Save the draft in electronic format; additional information from the Community Interviews will be added at a later work session. Make copies of the synthesized inventory and provide a copy to each team member at the next meeting

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

## Instructions: (Ask the team to reflect on the meeting)

The facilitator or a volunteer should take notes on the flip chart paper.
Review the list of objectives for the day. Did we meet those objectives?
Some suggestions for additional questions are listed in the table below.

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

Set a date for the next meeting

Ideally the Research Team will meet weekly or every other week in order to complete the research in a timely manner. Adjourn

# Interviews with Community Leaders

*Community Interviews*

*"Interviewing is a simple and low-cost means of gaining an understanding of resources in the community while developing the skills and confidence of the interviewers and interviewees…*

*Participating in a survey by being interviewed gives people a constructive way to offer their insights and ideas about the community. The very act of being listened to and included in a survey can increase an interviewee's feeling of importance and self-esteem. It is more likely that people who have been interviewed will be interested in going to a follow-up meeting…(Ali-Nader, 2005.)*

# Work Session 5 (Introduction to Appreciative Inquiry)

**Purpose:** Prepare for the Community Interviews

**Room Set up:** Work space with computer access, tables and chairs

**Time:** 2 to 3 hours

**Materials:** Copies of the following

- Interview Instructions (1 each)
- Interview Script (1 each)
- Interview Summary (8 to10 each)
- A hard copy of the Asset Mapping Inventory spreadsheets for everyone (they will need to review the list to select the people to be interviewed. (1 each).

## Instructions

Review the interview script on the next page to see if you want to make any adjustments and to fill in the blanks as appropriate for your community.

Develop a time table for completing the interviews; be sure to get input from the Research Team. They may have school tests or family responsibilities that will impact their schedule. The Research Team leader should set an interview process that is appropriate for the age and experience of their teams.

Provide an opportunity for the Research Team to observe an interview and to practice with each other. Ask the team to practice interviewing a family member and to include that interview with their report.

## Step one

**Script: Ask the team to identify five community leaders from the Asset Mapping Inventory spreadsheet. They can choose a leader from any part of the inventory as long as all of the categories are covered well. No one person should be interviewed by more than one member of the team. (The goal is to obtain three interviews.)**

## Note

Ask the team if they would consider having the Steering Committee review the list of interviewees. They may be acquainted with the people selected and could provide some suggestions on the best time and place for interviewing. Another option would be to contact the Steering Committee only if they run into problems reaching the potential interviewee..

## Facilitator notes

The next four pages contain the interview materials (instructions, interview script, questions, and summary sheets).
Each team member will need the following:

- Instruction sheet – one copy
- Interview script – one copy
- Questions – one copy
- Summary sheet – 8 to 10 copies ( three copies for the interviews and extra copies to use in practice sessions

*Creativity Principle # 6*
*Take nothing for granted.*
*Dig deep and ask the right questions.*

# Interview Instructions

***Script:*** **I would like you to break into pairs with one person from the Steering Committee and one from the Research Team. You will be interviewing each other to learn what each of you values most in this community and how they would like to see it grow. Please read through the interview instructions below.**

**Instructions**

Think of yourself as a journalist or an anthropologist. Your goal is to really understand and be curious about the person you are interviewing. This interview is a little different than what you may have done before. This will not be like a normal conversation. When you are the interviewer, you are going to be uncommonly curious, you are going to try to pull out of the story what was most exceptional, the most life giving. This is an appreciative interview which means you are searching for stories about the community at its BEST. People are used to being asked to identify the problems in a community, so they may have to think a bit before answering. You want to focus on the most extraordinary times and events that made this community special and unique.

Remember to be yourself, listen attentively and take good notes; everyone likes to share his or her knowledge with people who genuinely want to listen and learn. You will be asking the interview questions and taking notes. Write down everything you can, but don't worry about mistakes. (Learning to listen attentively while taking notes can be challenging.) If you are working on a computer, be sure to save a blank template of the question page and the summary page so you have new pages for each interview. If you are writing by hand, use a tablet of paper or a bound note book. Loose sheets of paper have a way of getting mixed.

Then, right after the interview, you will answer the questions on the summary sheet. You will summarize and reflect on what you heard. Be sure to read both worksheets before the interview so you will be aware of what you are going to need to know by the end of the interview. Have fun and focus on getting to know what drives this person's passion for their work and this community.

**Managing the Negative Interviews**

If a person does not want to answer a question, let it go. If a person has intense feelings and wants to talk about the negative issues, be empathetic but look for an opportunity to redirect the interview. You could say something like this: I believe I understand some of the problems; however I would like to focus on times when things were working at their best. Another option would be to look for positive outcomes from negative situations.

## Interview Script

Hello, I am _____, a student at _____. (If you know this person, or have a connection with them you can talk about it here)

This is the _____Asset Mapping Project. We are working to better understand the core strengths of our community as we can design a prosperous future. Youth leaders, like me, have been asked to be the Researchers for this project. We did lots of library research on key assets in our community and now we're talking to key leaders like you, to better understand and appreciate our community's strengths. This interview will take about 30 minutes.

Before we start, I would like to explain that this interview may be different from others. Public surveys often ask you to identify the things that are not working well…the problems in the community. This however, is going to be an Appreciative Interview. We need to know a lot more than we do about when and why things are working well in our community. I am going to ask you to tell me about the things that are working well, and the people, places, or events that make this community a good place to live. The data will be kept anonymous. No names will be associated with the overall Community Profile, stories, or quotes.

# Interview Questions

*Script*

*Communities have many things that make them unique and special; it may be some natural place, or heritage or the character of the people that live there. Please tell me about a time when you came to realize that this community was unique and special. It may have been an event, or some discovery, or time… when you knew that this community was not like every other place you pass on the highway. It was a place you felt proud to call home.*

What was it that made it exceptional?

What are the core factors that give life to this community?

Imagine that it is five years from now and the community has transformed into a lively and vibrant community with a strong creative economy.  What are our accomplishments?

Does the community have a different look or feel?  Describe it.

# Interview Summary Sheet

Complete and post by (date_____)

Save in electronic format by using a filename that starts with the Asset category-first name.last name.

**(Sample: cultural-john.doe)**

Name of Interviewer (your name):

Date of Interview:

Name of person interviewed:

Identify their business, organization, or association:

What was the most quotable quote that came out of this interview?

What was the most compelling story that came out of the interview? Use as much space as necessary. Overall, what was your sense of what was most important to this individual?

Name three positive themes that stood during the interview?

1)

2)

3)

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

# Set a date for the next work session

The next session will be with the Steering Committee. (Steering Committee Meeting Two)

Arrange a date with the Steering Committee that will work for the Research Team and the Committee.

The meeting agenda includes Paired Interviews and Youth-Adult Partnership building activities, for those groups working with Youth Groups

# Adjourn

Note: Schedule Work Session six at the extension office or a location that offers several rooms or phone lines on a weekend or one evening during the week. (This should follow the meeting with the Steering Committee.) Inform the Research Team that they should come to this Work Session prepared to set appointments and/or conduct interviews by phone. *The interview procedures for conducting person-to-person interviews will vary according to age of the Research Team.*

# Work Session 6 (Set Interview Appointments)

**Objectives:** To provide some structure for the interview process, schedule a meeting at the extension office or a location that offers several rooms or phone lines. Try for a weekend or one evening during the week. The researchers can use this time to conduct phone interviews or to set appointments for in-person interviews. The Research Team members may want to use their own cell phones. They should review their phone contracts first…some cell phone contracts have limited minutes and overages would be expensive. Person-to-person interviews are preferred, but some interviewees with busy schedules may only be reachable by phone. Also, the Team leader will need to define the appropriate procedures for in-person interviews. High school age Researchers may need some assistance from parents or the Steering Committee members.

*Note: This Work Session may be unnecessary if you are working with a team of college students or adult volunteers. The Research Team leader will need to make that decision based on the age and experience of the Research Team.*

**Room Set up:** A work space that offers multiple phone lines

**Time:** 75 minutes

**Materials:** Interview script, questions and summaries**,** pens or pencils**,** note pads

***Script:*** **I am delighted that you were able to make this work session. Unless you have any questions, let's go ahead and find a telephone to start contacting your community leaders. I am here to help in case you run into a problem or need assistance with an interviewee.**

Note: When the phone call process is winding down ask the Team to take a few minutes to evaluate their calls and appointment schedule. The Team members should provide a copy of their appointment schedules to the Team leader and discuss any concerns with transportation or appointments times.

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?* | *Are there topics that need clarification?* |
| *What did you find most useful?* | *Are you having trouble reaching your contacts?* |
| *What do we need to complete before the interviews?* | *Are you having trouble setting appointments?* |

**Go over the interview schedules and set a date for the next Work Session. It should follow completed interviews. Adjourn**

# Work Session 7 (Conducting Interviews)

**Objective:** Each Research Team member will interview three community leaders using Appreciative Inquiry

**Location:** To be determined by interview locations

**Materials:** Interview script, questions, and summary materials**,** pens or pencils**,** note pads

**Time:** Pre-scheduled appointments. (If the researchers are working independently, the Research Team leader should have a copy of every appointment schedule.)

## Facilitator Note

The Research Team leader should keep in touch with the researchers by phone or email to make sure that the interview process is moving forward and to be available to answer questions or assist with challenges that may turn up during the interview process.

# Work Session 8 (Summarize Interview Notes)

**Purpose:** Begin the process of organizing and formatting research material into a summary document

**Objective:** Write brief interview summaries into a Word document

**Room Set up:** A work space with computers

**Time:** 90 minutes

**Materials:** Interview materials**,** pens or pencils**,** note pads**,** Asset Mapping Inventories, Community Profile Samples (See next page)

## Facilitator Note

On the next page you will see a Community Profile sample. Use this sample as a guide. The first two pages will be completed by the Steering Committee; the last two pages will be completed by the Research Team. The Community Profile is a brief summary of the information gathered. However, a complete copy of the Asset Inventory and the Community Interviews should be included with the summary. That information will be given to the Steering Committee; they will combine the data into a Community Profile. This Profile will be open to the public and should be edited for grammatical errors, formatting, and composition before it is given to the Steering Committee.

## Closing activity: Plus/Delta

**Materials:** 2 sheets of flip chart paper and a marker

| PLUS (What did we do well?) | DELTA (Where can we improve?) |
|---|---|
| *Were there any surprises?*<br>*What did you find most useful?*<br>*What key takeaways do you have?*<br>*Are there any thoughts you would like to share with the group?*<br>*What do we need to complete before the next meeting?* | *Do you have ideas or suggestions for the next meeting?*<br>*Are there topics that need clarification?* |

Sample Profile: 1 of 4 pages

**(This page will be completed by the Steering Committee)**

Anson County is located about 50 miles from Charlotte & 115 miles from Raleigh and bordered by Union, Stanly, & Richmond Counties and Chesterfield, SC to the South. Wadesboro is the County Seat. It has been a predominately agricultural county for more than 200 years.

Anson County is a Tier One county and one of the top 20 most economically distressed counties in North Carolina. It ranks #8 out of 100 counties; unemployment rate is 12.7 percent. Anson has seven towns and three prisons for a total population of 26,948 and a poverty Rate of 25.6 percent. (The State rate is 12.3 percent) In 2009, Median household income was $44,100. In 2011, Median household income was $38,600; a decrease of $5,500.

Races:

◦ White (48.5 percent)

◦ Black (47.9 percent)

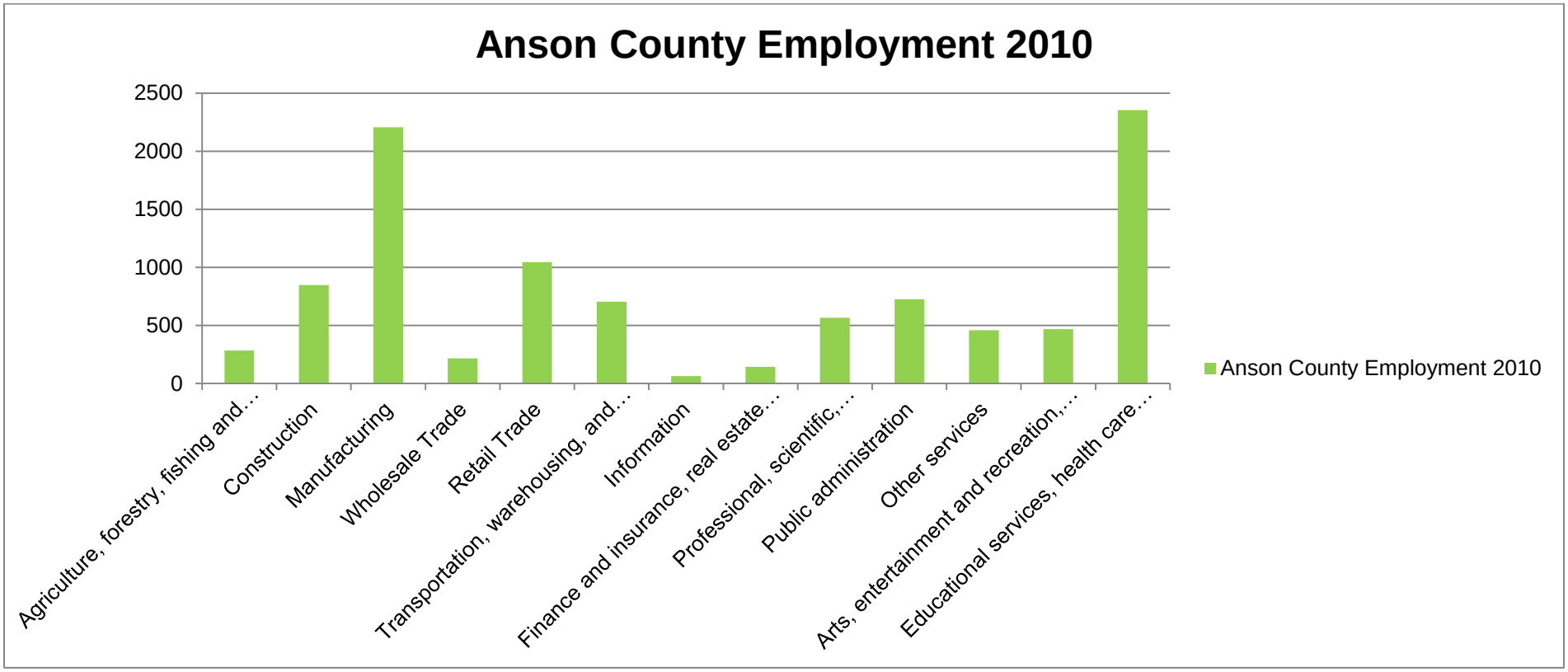
◦ Asian (1.0 percent)

◦ American Indian and Alaska Native (0.6 percent)

Source: Mary Chandler Beck
Assistant County Manager/ED Director, [Anson County]
March 14, 2012

(Sample 2 of 4 pages)

(This page will be completed by the Steering Committee)




Source: **US Census Bureau**: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP03

*(Sample 3 of 4 pages) This page will be completed by the Research Team. You can follow this sample or create one of your own designs*.

These elements represent the assets you have to work with to rebuild community and economic capacity. When completed an Asset Mapping Inventory of the community helps identify strengths, gaps, opportunities, and redundancies and thus can help regions make more informed decisions in strategic planning and allocating resources. The Asset Mapping research was completed by _____.

*(Sample 4 of 4 pages) This page will be completed by the Research Team.*

## Community Interviews (Sample summary)

The AI process is different from other surveys. The interview questions are more probing; asking for stories not just short answers. The interview questions center around one main question:

> *"Communities have many things that make them unique and special; it may be some natural place, like a park or river; a culture, historical event or heritage, like the significance of a Native American tribe or the role of farm families; or the character of the people that live there. Please tell me about a time when you came to realize that this community was unique and special. It may have been an event, experience, some discovery, or time period… a time when you knew that this community was not like every other place you pass on the highway, or a time you felt to be a part of this place. It was a place you felt proud to call home."*

Stories are an effective tool for generating interest, building social bonds, and providing a deeper understanding of the community. Stories are also a great way to help communities get past the usual ways of doing things and generate new ideas that will lead to transformative change.

The Research Team, _____ interviewed ___ leaders from different sectors of the community. The Steering Committee and the Research Team reviewed the story narratives looking to identify Community Values and ideas for growth and development. The objective was to develop a vision for the community that reflects the needs and aspirations of the people who call it home.

What follows is a brief summary of what the interviewers learned about the community: what the member's value and how they would like to see it grow.

1. *Open with a few examples of the most compelling stories*

2. *Add your overall sense of what was most important to the people interviewed*

3. *List the three positive Wishes that were identified from the interviews.*

    a. 1)
    b. 2)
    c. 3)

The information gathered in the Asset Mapping Inventory and from the Community Interviews will highlight the community strengths and provide the context for generating ideas and envisioning a future at the Community Workshop. **(End of Community Profile)**

# Work Session 9 (Prepare for Steering Committee Meeting 5)

**Purpose:** Organize interview materials, create poster quotes

**Room Set up:** Work tables, chairs, computer access and a copier

**Time:** 90 minutes

*Creativity Principle # 3*

*Celebrate good memories of your community by finding and recording common themes.*

**Materials:**

- flip chart or poster paper
- markers
- paper for the copier
- a brief case or folder to protect and transport the interview notes from Community Interviews
- large clips to secure and transport the quote posters
- Copies of the Asset Mapping spreadsheet and report on CD's or DVD's, one for each Steering Committee member. The files can also be sent by email. Hard copies should be available for those people who do not use computers in their daily life.

## Step one

***Script:*** **Pick out a quote from the interviews, a quote that stood out from the rest, perhaps it was a statement they agreed with or a quote that represented a new idea, or a quote that illustrated a sentiment that was reflected in all the interviews. Write the quote on a sheet of flip chart paper or poster board…one quote per sheet. The text should be large, like a poster. You may decorate the poster or not. The quotes will be displayed at the next Steering Committee meeting. At the next Steering Committee Meeting, each of you will have a few minutes to read the quote and reflect on why it was selected.**

## Step two

***Script:*** **Organize your interview summary notes (that you created at the last Work Session) into three packets; one per interview. Print out two copies of each packet. The team leader will collect one copy along with the poster quotes and transport them to Steering Committee Meeting 5.**

**Note:** Let the Steering Committee know that you will be finishing the research summaries soon and it would be a good time to arrange a meeting date for Steering Committee Meeting 5 where both groups come together to discuss the research. Set a date for Work Session 10 and Adjourn.

# Work Session 10 (Create the Community Map and Asset Cards)

**Objectives:** 1) Using data from the Asset Mapping, build a fun and creative map of the community to be displayed at the Community Workshop Inventory; 2) Create Asset Mapping cards to be used for an activity at the Community Workshop.

**Room Set up:** Tables and chairs arranged for small group work

**Materials:**

- Butcher paper or something similar to draw the map, markers, colored construction paper, glue sticks, and scissors.
- Address labels, the type you run through printer (120 labels)
- 132 index cards or similar
- 4 rubber bands

**Time:** 90 minutes

## Instructions

Create a Community Map illustrating the assets that were identified for the inventory. The Team is encouraged to be creative and have fun with the process. You could draw directly on the paper or make cut-outs and paste them onto the map. The finished piece will be displayed at the Community Workshop. The team will give a presentation at the Workshop explaining the Asset Inventory; The Community Map will provide a visual reference.

***Script:*** **Today, we are going to create a Community Map illustrating the assets from your Asset Mapping Inventory. The map will be displayed at the Community Workshop and will need to be fairly large (approximately 4 feet.) There may not be room to include all the assets so the Team should pick 20 assets, a few from each category. The assets should be in some way *creative*. We suggest starting with the creative assets, and then adding what seems to make sense or to give a picture of your community and its special qualities. The assets could be drawn, or they could be cut-outs forming a collage. Be creative and have fun!**

**Our second activity will be to make a set of Asset cards to be used at the Community Workshop. The team should pick 20 assets, a few from each category in the inventory. They should be in some way *creative*. We can start with what you chose for the Community Map. Select another 10 assets that are priority assets….important or valuable to the community. That gives us a set of 30 Assets.**

**The selected Assets can be typed into an Excel spreadsheet and printed on labels, (*one Asset per label.)* Or you can hand write the Assets directly onto the index cards, one per card.**

1. **The Community Workshop activity will require four sets of cards. (30 x 4 = 120 cards)**
2. **Separate the Asset Cards into four identical packs of 30 each**
3. **Add three blank index cards to each pack and secure packs with rubber bands**
4. **Deliver to the Steering Committee before the Community Workshop.**

## Note

**This concludes the Research Component. Please join the Steering Committee to prepare for the Community Workshop.

# Appendices

**Curriculum Guides**

- Phase One
- Phase Two
- Phase Three
- Community Workshop
- Research Team

Resources

References

Calendar Worksheet

Youth Adult Partnership (YAP) PowerPoint Presentation

Evaluation Objectives

Kick-off Packet of Information

**Curriculum Guide (Phase One)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. A copy of a complete Curriculum Guide can be found in the appendices.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Organizer activities<br>Pages one to two4 | Gather a core group of people who are committed to working on this program. | • Identify potential Steering Committee members<br>• Identify Research Team<br>• Create timeline | • *Creativity Inc: (curriculum)*<br>• Pages ? |
| Date<br>Time<br>Location | Kick-off:<br>*Introduction to Creative-based development*<br>Curriculum page 25 | • Introduction to CULTIVATE NC:<br>• Ice breaker<br>• Expand our thinking about the creative economy<br>• Confirm Steering Committee volunteers | • Introduction<br>• What does creativity have to do with economic development?<br>• Overview of curriculum<br>• Introduce Research Team<br>• Invitation to own this work | • Information packets with Worksheets<br>• Flip charts and markers<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 1:<br>Curriculum Pages 39 | • Curriculum overview<br>• Reflect on the early beginnings of the community and how it grew into the community it is today. | • Review Curriculum Organizational Flow Chart<br>• Curriculum overview<br>• Identify members to write Community Profile<br>• Create a History Wall | • Flip chart and markers<br>• Copy of the entire Curriculum<br>• Sticky wall or butcher paper<br>• Sticky notes/index cards<br>• Photos of the community<br>• Organizational Flow Chart |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Meeting 2:<br>*Research Team Joins the Committee*<br>Time: 2 hours<br>Curriculum Page 53 | • The group will be interviewing each other to learn what they value most in this community and how they would like to see it grow<br><br>• Building a foundation for an effective Youth-Adult Partnership | • Paired Interviews<br>• Youth-Adult Partnership exercise<br>• Review list of planning objectives for the Research Team | • Flip chart and markers<br>• PowerPoint presentation on Youth-Adult Partnerships (located in the appendices)<br>• Loose leaf paper<br>• pencils/pens<br>• The Research Team leader will bring the Community Interview materials<br>• Clock for timekeeping<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 3:<br>*Planning the Community Workshop*<br>Time: 90 minutes<br>Curriculum Pages 69 | Planning and logistics for the Community Workshop | • Discuss Workshop logistics<br>• Identify program facilitators | • Planning and Logistics (worksheet)<br>• Flip chart and markers<br>• LCV or overhead projector<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 4:<br>*Review and evaluate the Community Interviews*<br>Time: 90 minutes<br>Curriculum Page 78 | Identify Community Values and Wishes for the future | • Steering Committee and Research Team reflect and discuss community interviews<br><br>• Identify three Wishes that reflect community values<br><br>• Plan a Vision board | • Tape<br>• Flip chart & markers<br>• Sticky wall or newsprint<br>• Sticky notes or half sheets of paper<br>• Sticky dots<br>• Research Team will bring quote posters and interview packets<br>• Copies of the Asset Mapping for each Steering Committee member<br>• Organizational Flow Chart |

**Curriculum Guide (Phase Two)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. A copy of a complete Curriculum Guide can be found in the appendices.

| | | | | |
|---|---|---|---|---|
| **Phase Two** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Meeting 5:<br>Engaging the community<br>Time: 90 minutes<br>Curriculum Page 89 | Plan and strategize methods for engaging the community and promoting the Community Workshop | • Edit & approve Community Profile<br>• Identify Steering Committee members and Research Team members to develop promotional materials<br>• Meet with Town Council | • A copy of the draft Community Profile for each person.<br>• Computer and LCV projector<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 6:<br>Outreach and Media<br>Time: 2 hours<br>Curriculum Page 97 | Prepare and distribute promotional materials | • Produce promotional materials<br>• Email announcements<br>• Mail invitations<br>• Telephone invitations<br>• Review History Wall<br>• Review Community Asset Wall (Research Team) | • Press release<br>• Flyers<br>• Invitations<br>• Newsletter announcement<br>• Community map<br>• History Wall<br>• Organizational Flow Chart |
| Date<br>Time<br>Location | Meeting 7:<br>Finalize plans<br>Time: 90 minutes<br>Page 101 | Finalize Community Workshop agenda and logistics | | Flip chart and markers |

**Curriculum Guide (Community Workshop)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | 4 hour meeting + lunch<br>Curriculum Page 104 | • Introductions<br>• Expand our understanding of the creative economy<br>• Overview of research data<br>• Imagining the future<br>• Designing the future<br>• Building capacity by utilizing local assets and resources<br>• Community decision-making | • Paired Interviews<br>• What does creativity have to do with the economy?<br>• Principles of Creative Thinking<br>• Understanding the research<br>• Taking the findings to design the future<br><br>• Lunch! | • Flip charts<br>• Markers<br>• Pens/pencils<br>• Loose paper<br>• Copies of the stories for the creativity exercise<br>• Community Map Display<br>• History Wall Display<br>• Interview themes<br>• Community Profile<br>• Asset Cards<br>• Action planning worksheets<br>• Sticky notes<br>• Index cards<br>• Sticky dots |

**Curriculum Guide (Phase 3)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference.

| | | | | |
|---|---|---|---|---|
| **Phase Three** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Steering Committee<br>Meeting 8<br>Post Workshop<br>Page 138 | Plan next steps to keep the initiative moving forward | • A time for the Steering Committee and the Research Team to meet and to reflect on the Community Workshop and evaluate if they met their goals and objectives<br>• Define the roles of the Steering Committee moving forward<br>• Plan next steps to foster the growth of the new community projects<br>• Plan the agenda for the first Breakfast meeting<br>• Thank the Research Team | • Flip chart and markers<br>• Scissors<br>• Sticky wall or butcher paper<br>• Glue sticks<br>• Overhead projector or a computer with LCV projector<br>• The evaluations that were collected at the Workshop<br>• Copies of the Project Coordinator Update Form |
| Date<br>Time<br>Location | Steering Committee Nine 143 | Planning monthly Breakfast for CULTIVATE NC | | • Flip chart, markers<br>• Loose leaf<br>• Markers and pens |

**Curriculum Guide (Breakfast Meeting)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Monthly breakfast meetings<br>Page 143<br><br>Other options:<br>Family potluck dinner & meeting<br>Project site trips & meeting | • Develop leadership skills<br>• Learn troubleshooting strategies<br>• Collect monthly updates on development projects<br>• Relationship building<br>• Problem solving opportunities | • 15-minute skill-building activities<br>• *Fill-out a project update form*<br>• *Give a brief project update, informal presentation around the table followed by open discussion* | • Flip chart<br>• Markers and pens<br>• Reporting forms<br>• Other materials as needed for leadership building activities |

**Curriculum Guide (Research Team)**
This idea was adapted from the Curriculum Guides used by teachers as a planning tool. They map out daily lessons plans for the year and use this map as a reference. We suggest that you move the map to front of the curriculum for easy reference.

| | | | | |
|---|---|---|---|---|
| **Phase One** | **Meetings** | **Goals/objectives** | **Activities** | **Materials** |
| Date<br>Time<br>Location | Kick-Off for CULTIVATE NC:<br>Location: TBD<br>Time: 2 hours<br>Page 25 | • Introduction to CULTIVATE NC:<br>• Provide opportunity for youth to see and participate in the process of community capacity building | • Introduction<br>• What does creativity have to do with economic development?<br>• Overview of curriculum<br>• Introduce Research Team<br>• Invitation to own this work | Provided by the Steering Committee |
| Date<br>Time<br>Location | Work Session I<br>Introduction to Asset Mapping<br>Time: 1 hour<br>Page 158 | • Students will be able to identify community assets<br>• Students will be able to describe reciprocal relationships | • Read a story about a neighborhood that discovers the power of Asset Mapping<br>• Brain storm a list of community assets<br>• Review asset inventory charts | • Excel spreadsheet templates<br>• Copies of the Community Assets Chart<br>• Copies of the story, “Awakening the Power of Families and Neighbors”<br>• Pencils |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Library or<br>Resource Center | Work Session 2<br>Library Resources<br>Time: 3 hours<br>Page 165 | Expand knowledge and skills in data mining | • Learn about library resources<br>• Collect data | • Excel spreadsheet templates<br>• Copies of the Community Assets Charts filled-in during the brainstorming session at the last meeting<br>• Pencils<br>• Computer |
| Date<br>Time<br>Location | Work Session 3<br>Data Management<br>Time: 90 minutes<br>Page 169 | • Data management<br>• Provide guidance and motivation to maintain focus on the project | • Inventory update<br>• Upload data into Excel spreadsheet | • One or more computers |
| Date<br>Time<br>Location | Work Session 4<br>Prepare Asset Mapping Inventory<br>Time: 90 minutes<br>Page 171 | Complete data upload into Excel spreadsheet | • Synthesize data and print or provide electronic copies of Asset Mapping Inventory | • One or more computers |
| Date<br>Time<br>Location | Work Session 5<br>Introduction to Appreciative Inquiry<br>Time: 90 minutes<br>Page 174 | Preparing for Community Interviews | • Overview of Interview Materials | • Interview Instructions<br>• Interview scripts<br>• Interview questions<br>• Interview summary guides |
| Date<br>Time<br>Location | Steering Meeting 2<br>Youth-Adult Partnership<br>Time: 90 minutes<br>Page 53 | Meet with Steering Committee | • Paired Interviews with Steering Committee<br>• Youth-Adult Partnership building activities | • Interview materials<br>• Pens or pencils<br>• Note pads<br>• Asset Mapping Inventory |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Work Session 6<br>Set Interview Appointments<br>Time: 90 minutes<br>Page 183 | To provide the Research Team with structure and support as they begin the process of community interviews | • Set interview appointments<br>• Conduct over-the-phone interviews | • Asset Inventories<br>• Interview materials<br>• Pens/pencils |
| Date<br>Time<br>Location | Work Session 7<br>Conduct Community Interviews<br>Time: 90 minutes<br>Page 184 | Each Research Team member will interview three community leaders using Appreciative Inquiry | • This may be done in a group or as homework. The decision is up to the Team leader and the students | • Interview script, questions and summary materials<br>• Pens/pencils |
| Date<br>Time<br>Location | Work Session 8<br>Summarize Interview notes<br>Time: 90 minutes<br>Page 185 | Begin the process of organizing and formatting research material into a summary document | • Write brief summaries<br>• Upload summaries into Word document | • Pencils and note paper,<br>• 2 flip charts and markers<br>• Computer<br>• Spreadsheet of Asset Mapping (Excel file) |
| Date<br>Time<br>Location | Work Session 9<br>Prepare Research Materials for the Steering Committee<br>Time: 90 minutes<br>Page 190 | Gain experience in data management and presentation of materials | • Prepare poster quotes<br>• Prepare a copy of the Asset Mapping Inventory for each member on the Steering Committee<br>• Prepare a summary of Interview notes for each member on the Steering Committee | • Flip chart paper or poster board<br>• Markers<br>• Copier paper, if needed<br>• Interview summaries<br>• Asset Mapping Inventory on paper, CD's or DVD's<br>• A briefcase or folder and clips to organize, protect and transport the materials to the Steering Meeting 5. |
| Date<br>Time<br>Location | Steering Committee Meeting 5<br>Review Reflect and Discuss Research Materials<br>Time: 90 minutes<br>Page 89 | • Gain experience working in a Youth-Adult Partnership<br>• Gain experience evaluating research data and planning Project-Based Activities | • Reflect and discuss interviews.<br>• Select material to use at the workshop | • Poster quotes<br>• Tape for hanging the posters<br>• Interview summaries<br>• Copies of the Asset Mapping Inventory |

| | | | | |
|---|---|---|---|---|
| Date<br>Time<br>Location | Work Session 10<br>Build an Asset Mapping display for Community Workshop<br>Time: 90 minutes<br>Page 191 | Plan displays for the Community Workshop | • Create the Community Asset Map and Asset Cards | • Butcher paper or presentation board<br>• Markers<br>• Crafting supplies<br>• Index cards and labels<br>• Rubber bands<br>• Computer and printer |

# Resources

Cooperrider, D.L., Whitney, D., Stavros, J.M. (2008). Appreciative Inquiry Handbook: For Leaders of Change (2nd edition). Brunswick, Ohio: Crown Custom Publishing Inc.

Flora, J.L., Flora, C. B. (2008). Community Capitals. Iowa State University, Department of Sociology. Retrieved November 2012. from [http://www.soc.iastate.edu/staff/cflora/ncrcrd/capitals.html

Kretzmann, J.P. & McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Chicago, Illinois: ACTA Publications

Kollock, D.H., Flage, F., Chazdon, S., Paine, N., Higgins, L. (October 2012) .Ripple Effect Mapping: A Radiant Way to Capture Program Impacts. *Journal of Extension, Volume 50*. Retrieved from http://www.joe.org/joe/2012october/tt6.php

Whitney, D., Cooperrider, D.L., Trosten-Bloom, A., Kaplin, B.S. (2005). Encyclopedia of Positive Questions: Using Appreciative Inquiry to Bring Out the Best in Your Organization (Vol. 1.) Brunswick, Ohio: Crown Custom Publishing Inc.

# References listed by Sections

## Introduction

Abi-Nader, J. Dunnigan, K., Markley, K., (2005).Growing Communities Principles. In J. Abi-Nader, D. Buckley (Eds.), Growing Communities Curriculum: Community Building and Organizational Development through Community Gardening (2nd Edition) (pp 30-52). Columbus, Ohio: American Community Gardening Association.

Beaulieu, L.J. (2012). Mapping the Assets of your Community: A Key component of Building Local Capacity. (SRDC Publication 227, p11). Retrieved January 2013 from http://srdc.msstate.edu/trainings/educurricula/asset_mapping/

Ghelfi, D., (2005, June). Understanding the Engine of Creativity in a Creative Economy: An Interview with John Howkins. The World Intellectual Property Organization. Retrieved November 2012 from http://www.wipo.int/sme/en/documents/cr_interview_howkins.html

Hughes, D. G. (1998, February). Add Creativity to Your Decision Processes. (Executive Overview). Kenan-Flagler Business School. Retrieved March 2013 from http://www.unc.edu/~gdhughes/ARTICLES.HTM

Hutcheson, S. (2010. Growing Regional Economies by Growing Networks. (Supplemental module p1.27). Stronger Economies Together. Retrieved March 2013 from http://srdc.msstate.edu/set/suppmodules.html

Institute for Emerging Issues. (2010, January). New Thinking, New Jobs. NC State University. Retrieved October 2012 from http://iei.ncsu.edu/wp-content/uploads/2013/01/newthinking1.pdf

NC Creativity Economy: A Workshop for Strengthening the Regional Creative Economy, (2011, September 7). Presented by Regional Technology Strategies, Inc. (Unpublished manuscript, Department of Cooperative Extension, North Carolina State University).

North Carolina Arts Council (2009, June). Economic Contributions of North Carolina's Cultural Industries. Report by NC Department of Commerce Retrieved December 2012 from http://www.ncarts.org/elements/docs/CommerceEconomicContributionReport_June2009.pdf

The World Bank (2011). What is Local Economic Development (LED).The World Bank. Retrieved November, 2012 from http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTURBANDEVELOPMENT/EXTLED/0,,contentMDK:20185186~menuPK:399161~pagePK:148956~piPK:216618~theSitePK:341139,00.html

## Phase One

Bargainer, M.C., Eley, M., Fogel, J., Jakes, S., Peery, S., Prohn, S., Sanberg, N., Smutko, S. (2011). Community-Based Food System Assessment and Planning (Publication 3108-9029). Petersburg, Virginia. Communications and Marketing, College of Agriculture and Life Sciences, Virginia Polytechnic Institute and State University. Retrieved October 2012 from http://www.cefs.ncsu.edu/whatwedo/foodsystems/sarepdp/cfsguidebook.pdf

Beaulieu, L.J. (2012). Mapping the Assets of your Community: A Key component of Building Local Capacity. (SRDC Publication 227, p11). Retrieved January 2013 from http://srdc.msstate.edu/trainings/educurricula/asset_mapping/

Hutcheson, S. (2010). Growing Regional Economies by Growing Networks. (Supplemental Module p1.27). Stronger Economies Together. Retrieved March 2013 from http://srdc.msstate.edu/set/suppmodules.html

Tharp, T. (2003). The Creative Habit: Learn it and Use it for Life. (p77). New York, NY: Simon and Schuster Paperbacks

Theodori, G. (2009, April).Preparing for the Future: A Guide to Community-Based Planning. (p12). Retrieved January 2112 from http://srdc.msstate.edu/publications/archive/243.pdf.

Vroompaw Productions, A Wilkinson Brothers Inc. Company. (Producer). (2010). Why They Ride [Independent Video].Retrieved November 2012, from http://www.youtube.com/watch?v=iIfxLMNC_jw

## Phase Two


Welborn, R.C. (2012). Strategies for Building New Economic Opportunities (Instructors Guide p4.8). Stronger Economies Together Retrieved March 2013 from http://srdc.msstate.edu/set/curriculum3.html

Block, P., McKnight, J., (2013, February 22). Meet Mary Nelson, Embracing Gods Vision for Community [Web Blog] Retrieved February 2013 from http://www.abundantcommunity.com/home/stories/parms/1/story/20130222_meet_mary_nelson.html

Kretzmann, J.P. & McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Toward finding and Mobilizing a Community's Assets (p44). Chicago, Illinois: ACTA Publications

Hartman, S. (May 4, 2012). Ohio Widower Paints the Town To Make It a Brighter Place. CBS News. Retrieved November 2012 from http://www.cbsnews.com/8301-18563_162-57428413/ohio-widower-paints-the-town-to-make-it-a-brighter-place?tag=currentVideoInfo;videoMetaInfo

Hutcheson, S. (2012). Linking and Leveraging Assets. Retrieved March 2013 from https://docs.google.com/viewer?a=v&q=cache:ieIQiWHVRNsJ:www.nacdep.net/event1_96_1786605599.pdf+&hl=en&gl=us&pid=bl&srcid=ADGEESj-UxigGoif0Xy0NCeMbUosyfSqjRSnxXq6aSYMA0xpDObdtH50h53Yb49w7Hgja0YPwqgJ5pQlzD-D4qFPuEPLg4l9wZghh0pOZC37_Fq77kozM7h2SdBR4GpBT3zlaMTIPsLf&sig=AHIEtbSuRFtU_uP3gk7CqwILNwvMx6C35g

## Phase Three

Emery, M., Hubell, K., Miles Polka, B. (2011, February). A Field Guide to Community Coaching (Version 1.0). Retrieved March 2013 from http://kenhubbell.com/pdfs/FIELDGUIDE-version-1final.pdf

Kollock, D.H., Flage, F., Chazdon, S., Paine, N., Higgins, L. (October 2012) .Ripple Effect Mapping: A Radiant Way to Capture Program Impacts. *Journal of Extension, Volume 50*. Retrieved from http://www.joe.org/joe/2012october/tt6.php

## Guidelines for the Research Team

Block, P., McKnight, J., (2011, June 8). The Good Life? It's Close to Home [Web Blog] Retrieved November 2012 from http://www.abundantcommunity.com/home/posts/peter_block/parms/1/post/20110608_the_good_life_its_close_to_home.html

Abi-Nader, J. Dunnigan, K., Markley, K., (2005).Growing Communities Principles. In J. Abi-Nader, D. Buckley (Eds.), Growing Communities Curriculum: Community Building and Organizational Development through Community Gardening (2nd Edition) (p 56). Columbus, Ohio: American Community Gardening Association.

**CALENDAR WORKSHEET**

*CultivateNC™*
*Communities Unearthing Local Talent*
*Inspiring Vibrant and Transforming Economies*

MONTH_____YEAR_____

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## Workshop Evaluation

After participating in the *CULTIVATE NC* workshop, do you believe that you have increased your knowledge and skill in the following: Please check all that apply.

- ☐ I can identify community assets
- ☐ I can identify community values
- ☐ I understand why linking community assets can build community capacity
- ☐ I understand how creativity can be an economic driver
- ☐ I can think of community development project ideas that use local assets and resources
- ☐ I can design strategies for implementing those project ideas

**Workshop Reflections:**

1. What did you learn about the people/community?

2. What about this workshop has been an eye opening experience?

3. What did you like or dislike about the workshop experience?

## Evaluation Objectives for Extension Agents

Below are selected indicators from the Community Development Objective. This curriculum will directly relate to most of these objectives. There may be some variability based on the topic. The 501c3 objective and the grants leveraged indicators may or may not be long term outcomes of this type of project.

**KASA**

Number of participants increasing knowledge and skills in convening and leading inclusive, representative groups (including limited resources, new resident, or immigrant groups) for evidence-based community development

Number of participants developing skills in leading community, economic, and disaster planning, and change

Number of participants acquiring knowledge of strategies that enhance organizational leadership and governance including non-profit boards and other collaborative groups

**Extension Impacts**

Number of participants engaged in public dialog and /or decision-making in public issues

Number of local communities that benefit socially, economically and/or environmentally from effective community development activities

Number of groups Extension has assisted in becoming formal organizations with working bylaws, officers, and/or 501c3 status through new non-profit development or merging with existing nonprofits

Number and/or improved effectiveness of grassroots community organizations for social and environmental sustainability

Number of (community, economic, tourism, or disaster) plans developed by individuals, organizations, or communities

Number of (community, economic, tourism, or disaster) plans adopted or implemented by individuals, organizations, or communities

Number of organizations and communities able to develop and implement plans or strategies that positively impact their communities

Number of organizations with increased or leveraged resources such as funding, in-kind services, or volunteers

Number of participants taking new leadership roles in community-wide planning for economic, social, and environmental sustainability

Number of sustainable community action groups

Number of collaborative efforts supported to assess assets or enhance opportunities related to tourism or economic development.

Increased number or profitability of local businesses in which Extension had an instrumental role.

Number of jobs created and/or retained due to community and economic development programming

Value of grants submitted in which Extension was instrumental in initiating, facilitating, or providing technical assistant in the development of the grants

Value of grants received by communities where Extension was instrumental in initiating or facilitating the grants

## Ripple Effect Mapping: A "Radiant" Way to Capture Program Impact

*This is a different evaluation from the survey distributed at the workshop.*

This evaluation is designed to capture project impact information when the workshop projects are complete. We suggest conducting an evaluation by the end of the first year so that you can provide stakeholders with an update. If some projects are not complete, conduct an interim evaluation, at the end of the first year, and a final evaluation when the project is complete.

**The following method was excerpted from Journal of Extension: http://www.joe.org/joe/2012october/tt6.php**

The method, known as Ripple Effect Mapping (REM), uses elements of Appreciative Inquiry, mind mapping, and qualitative data analysis to engage program participants and other community stakeholders to reflect upon and visually map the intended and unintended changes produced by Extension programming. The result is not only a powerful technique to document impacts, but a way to engage and re-energize program participants.

## Description of the Method

The steps involved in Ripple Effect Mapping are:

- Identifying the intervention: REM is best conducted for in-depth program interventions or collaborations that are expected to produce broad or deep changes in a group, organization, or community.

- Scheduling the event and inviting participants: The REM process includes both direct program participants and non-participant stakeholders. This latter group offers a unique perspective and a form of external validation to verify the "performance stories" of program participants. Ultimately, a group of eight to 15 participants is ideal.

- Appreciative Inquiry Interviews: At the beginning of the REM event, participants are paired up and instructed to interview each other about particular ways the program affected their lives or particular achievements or successes they have experienced as a result of the program (Cooperrider & Whitney, 2007).

- Mapping: The core of the session involves group mapping, using Mind Mapping software (Donaldson, 2010) or papers and tape on a wall, to brainstorm and hierarchically map the effects or "ripples" of the intervention. This process engages the entire group and provides opportunities for participants to make connections among program effects. The process is co-led by a facilitator and a "mapper" and is typically completed in one to two hours.

- Cleaning, Coding, and Analysis: After the session, the evaluator may need to reorganize the mind map and collect additional detail by interviewing other participants. The data produced in the mapping process can be downloaded into a spreadsheet program and coded in a variety of ways. For example, the "ripples" can be coded as short-term knowledge, skill, or attitude changes; medium-term behavior changes; and long-term changes in conditions. Furthermore, these changes in conditions can be coded using the Community Capitals Framework *(Emery & Flora, 2006; Rasmussen, Armstrong, & Chazdon, 2011).* See page 165 for an Excel template using the Community Capitals Framework.

**Debra Hansen Kollock**
Director, Stevens County Extension
Washington State University Extension
Colville, Washington
dkollock@wsu.edu

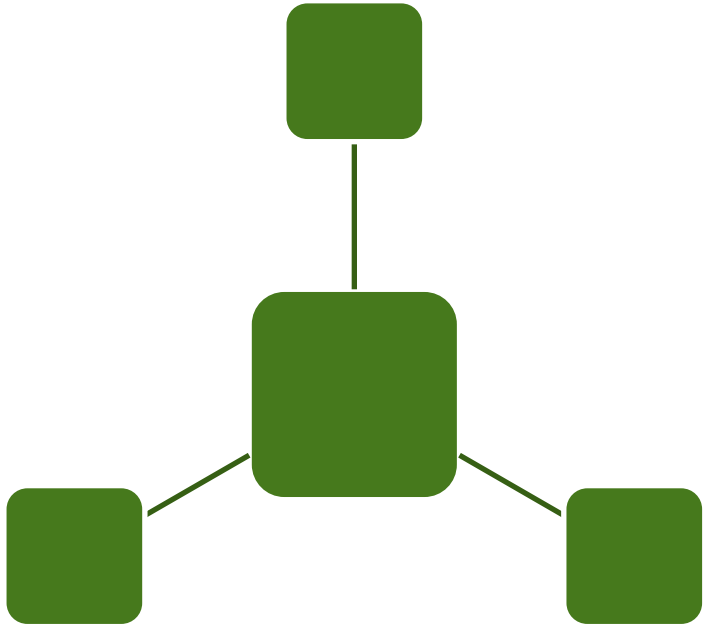
**Lynette Flage**
District Director
North Dakota State University Extension
Grand Forks, North Dakota
Lynette.Flage@ndsu.edu

**Scott Chazdon**
Interim Associate Dean, Center for Community Vitality
University of Minnesota Extension
St. Paul, Minnesota
schazdon@umn.edu

**Nathan Paine**
Graduate Research Assistant
University of Minnesota
St. Paul, Minnesota
pain0021@umn.edu

**Lorie Higgins**
Agriculture Economics & Rural Sociology Research Faculty
University of Idaho
Moscow, Idaho
higgins@uidaho.edu

The Mindmap illustration can be drawn by hand or can adopt a Smart Art or similar tool.  The illustration below is taken from Smart Art, one of the tools provided in Word.  It provides a very simple format that can be expanded to fit the circumstances.  If you are looking for inspiration, google the word Mindmap; you will find a variety examples that could be tailored to fit your needs.



# Kick-off Meeting for

# CULTIVATE NC: Communities Unearthing Local Talent: Inspiring Vibrant and Transforming Economies

Information Packet to be distributed to participants at the Kick-off Meeting

Introduction Activity

On this page I would like you to draw a picture to introduce your creative side. Our definition of creative is very broad. It may be in how you think, what you do, or something you make; it's not necessarily your occupation. This is not a talent contest. Those of you that can draw please take it easy on the rest of us who do not.

**Story 1:**

## HAVE YOU EVER RIDDEN ON THE TAIL OF THE DRAGON?

No, it's not a roller coaster, but it's definitely a wild ride. The Tail of the Dragon is an 11-mile stretch on US 129 that crosses the North Carolina/Tennessee border and a hotspot for driving enthusiast of motorcycles and sports cars. The road boasts 318 curves with names like *Copper Head Corner* and *Hog Pen Bend.* Traversing the southwestern border of The Great Smoky Mountains National Park there are no commercial businesses, driveways, or scenic lookouts to distract the driver. According to the bloggers who ride the Dragon, it's all about the asphalt.

US 129 was christened the Tail of the Dragon by Doug Snavely, a motorcycle enthusiast who first heard about US 129 from a fellow rider in 1990. Snavely and a friend had driven up from Texas for a race in Atlanta. Intrigued by the rider's description, Snavely and his friend rode north to Deals Gap, NC and took a ride on the Dragon the day they arrived. They rode the Dragon every day for the next five days.

"There is no way to describe it," said Snavely in an interview for a motorcycle documentary titled "Why they ride." Snavely and his friend went so far as to video the drive from various angles so they could show the "riders" back in Texas. You might say that Snavely was smitten, a month later he was back in Deals Gap talking with the owner of a small café/motel called the *Crossroads of Time*. Most of the motel guests were outdoor sportsmen but Snavely envisioned an entirely new clientele. Snavely took a position with the motel and initiated a promotion campaign. He knew that the promotion had to have a hook and a catchy name. The hook was 11 miles, 318 curves! And the name…well the locals called it "The Gap" short for Deals Gap, but Snavely was a bit more creative; he took a picture of a dragon and used the map of US 129 for the tail! He submitted a few articles to magazines but the advertisement for the motel, as the place to stay when you ride the Dragon, seemed to draw more attention. Snavely said that for him the campaign was less of a commercial venture and more a labor of love.

A few years later Snavely relocated to Knoxville but the legend of the Dragon continued to draw driving enthusiasts from the US, Canada and other countries. **Today, Deals Gap is home to a small group of motorcycle enthusiasts that saw an opportunity to turn their passion into a business. The *motorcycle resort* offers riding gear, supplies, and maintenance services. According to the NC Department of Transportation in 2011 more than 400,000 vehicles took a ride on the dragon. It does not cost anything to ride the Dragon, but it's safe to assume that regional hotels, restaurants, wineries, breweries, artisans, and outfitters all benefit from the driving enthusiasts who come to tame the dragon.** *(Doug Snavely/Why they Ride, An Independent Motorcycle Documentary created by Wilkinson Brothers Inc. June 2008.)*

**Questions:**

- What are some examples of creative or innovative thinking in this story, creating new products, re-imaging old ideas, seeing unlikely connections, and developing novel solutions?
- What are the economic drivers?

**Story 2** An excerpt from *A Mess of Greens* by Elizabeth Engelhardt,
**CANNING TOMATOES: GROWING "BETTER AND MORE PERFECT WOMEN"**

"In 1909, Marie Samuella Cromer sat in the audience at a teachers' meeting in South Carolina. A rural schoolteacher in the western South Carolina town of Aiken, Cromer heard a speech about Dr. Seaman A. Knapp's boys' corn clubs that were transforming southern crop yields. According to her own retelling, Cromer raised her hand to ask, "But what are we doing for the farm girls?" She was not the first audience member across the South to ask such a question; but what made Cromer different was what she did next. She headed back home and, by 1910, had organized a girls' tomato club so "girls will not learn simply how to grow better and more perfect tomatoes, but how to grow better and more perfect women." Before long, more than five hundred thousand girls across the nation were in tomato clubs, mostly in the South; they wrote songs (about tomatoes or production), designed labels, adopted mottoes, created uniforms, won scholarships, traveled to conferences, and made hundreds of thousands of dollars in total profits….

In the North Carolina Division of Archives are dozens of brightly painted, beribboned, and bound tomato club reports. Sent to "Mrs. McKimmon" from rural girls all across North Carolina, the earliest ones dating from the 1911–1912 season, each report documented the experiences of a ten to twenty-year-old girl and her one-tenth acre of tomato plants….While today the prospect of lessons in canning could seem quintessentially domestic rather than public or career oriented, girls' reports showed that in the early 1900s, tomato clubs represented the newest modern in public science and technology… Sallie Jones of Alamance County in North Carolina's Piedmont—"Club No. 3, Member No. 7," as she called herself—illustrated her tomato booklet with neither her crop nor her finished cans, but instead with a rendering of her club's mechanical canner. With its sealed metal casing and impressive venting smokestack, the Standard Cannery she pictured emphasized the soldering, high temperatures, and chemistry mastered by tomato club girls. Jones lingered on the technology of tomato canning—and her role as the scientist or engineer in charge. She precisely detailed the process… Jones even imparted lessons on affixing labels, suggested recipes (with precise measurements), and calculated her personal yield: "Considering the drought this summer, my 1/10 acre of tomatoes has done remarkably well…. There were five dozen tomatoes used at home, and ten dozen and a half sent to market….

Some of the successes should be attributed to the tomato itself…. In the Carolinas, relatively few acres were planted in tomatoes when the clubs began. As a result, Cromer and McKimmon argued (and convincingly documented) that more profit could be made from systematically canning tomatoes than from other crops currently being grown. Mississippi, on the other hand, was already growing a surplus of tomatoes, but farmers there did not have the habit of canning so fruit lay rotting in the fields. Powell and her supporters could argue that tomato clubs reaped profits by turning those losses into easy gains. Further, tomatoes were acidic enough to be forgiving items to can; even under less than ideal circumstances (such as outside with wood fires and makeshift tables). Tomato canning produced less spoilage than, for instance, sugary fruits or fresh meats. Tomatoes held up well for canning, and the end product tasted quite good, which meant that people were willing to purchase canned tomatoes. Finally, tomatoes were easy garden plants for young girls to handle….by seeming so perfectly suited to girls, the tomato cleared plenty of space for radical challenges to gender, race, class, and science on the farm through girls' club work." **Questions: 1) Provide examples of creative or innovative thinking, re-imaging old ideas, seeing unlikely connections, or developing novel solutions? 2)** W**hat are the creative drivers?**

**Story 3**

**PEAVEY ELECTRONICS CORPORATION**

An excerpt from the Regional Technology Strategies website: http://www.mscreativeeconomy.com/docs/mscreative-singles.pdf (p17)

Few people have influenced the music industry like Hartley Peavey. His company, Peavey Electronics, is a leading manufacturer of electronic instruments and amplifications systems. The Peavey guitar client list reads like a major record label, with top artists like Shania Twain and Duran Duran. Peavey systems can be heard at the Sydney Opera House, the Grand Ole Opry, and many other international cultural institutions.

You might expect a music industry giant like Peavey to come from a big music city like Los Angeles, Nashville, or New York. But for this global leader, home is Meridian, Mississippi, the city that actually gave birth to Peavey's rock and roll dreams. It was a 1957 concert that altered his life. Only 15 years old at the time, Hartley Peavey drove to the nearby town of Laurel to hear the great Bo Diddley. Then and there something changed in young Peavey, and he believed he was destined for rock and roll greatness.

The sound of Bo Diddley's legendary guitar awoke this new passion, and Peavey felt his calling was to play the electric guitar as well as the man who inspired him. As it turns out, the aspiring musician was partly right.

At the time, Peavey's father owned a small music store in Meridian and was wary of his son's rock and roll dreams. It wasn't so much that the elder Peavey disliked rock and roll music as it was that he had seen too many electric guitars returned to his store by parents whose children had quickly abandoned their rock and roll dreams. The elder Peavey tried to make a deal with his son. He could get an electric guitar as soon as he actually learned how to play the guitar. Hartley gave it his best, but his talents fell far short of his father's hopes.

Since his father would not be of assistance, Peavey knew the only option was to make his own electric guitar, and he set about crafting one with steel strings, a spare acoustic guitar, and some electrical wiring. Once the guitar was assembled, Peavey had to find a way to amplify the sound and get the same volume and quality that Bo Diddley was able to get. Using the same ingenuity that he used to make the guitar, Peavey went about the task of designing and making an amplifier. After weeks of experimentation, Peavey's homemade amplifier became a reality.

Although he did not realize it at the time, this was the beginning of Peavey Electronics' success in the music industry. In spite of giving up his dream of performing, Peavey would help revolutionize the guitar industry and the sound of amplified and electric music. Peavey Electronics began in 1965 as one man's attempt to create the highest quality product at an affordable price. In the basement of his family home, Peavey focused most intensively on the amplifiers. He *"would build one amplifier a week, go out and sell it, come back and start on another one…."*Today, more than 2000 Peavey products are distributed in 136 countries. Peavey continues to live and work in his home town of Meridian, Mississippi.

**Questions: 1)** What are some examples of creative or innovative thinking in this story, creating new products, re-imaging old ideas, seeing unlikely connections, and developing novel solutions? **2)** What are the creative drivers?

## Creativity has a foundation built on some basic principles

Applying these principles to community development empowers local citizens and leaders alike to understand that they can pave their own way to a brighter future**.**

**Principles of Creativity**

1. Diverse communities nurture creativity.
2. Identify and build on your community assets.
3. Celebrate good memories of your community by finding

   and recording those things that make a community special.
4. Phrase “problems” as opportunities for improvement.
5. Failure is a necessary component of success.
6. Take nothing for granted.  Dig deep and ask the right questions
7. Visualize your community as you want it to be.
8. Connect the dots between what you have and what you want.
9. Look for inspiration in what other communities are doing.
10. Start with a theme (goal) and work backwards to plan your implementation.
11. Defy denial.  Doing something is better than doing nothing.
12. Make it fun and keep at it.

# Overview of Curriculum

***Script:*** **CULTIVATE NC is divided into three phases. The first phase focuses on building a strong leadership core, using the research tools and gathering the research. (The information generated from these tools will provide the context for the Community Workshop program.) The second phase covers the process for communication and citizen engagement; it culminates with the Community Workshop. The third phase provides the tools for evaluation and suggestions on how to proceed after the Community Workshop.**

**The role of the Steering Committee will feel somewhat different from the "traditional hierarchical civic structures that emphasized roles such as president, chairperson, secretary, and treasurer" (Hutchinson, 2011.) The focus of the Steering Committee is less about problem-solving and more about building community capacity to take ownership of this initiative. The Community Workshop creates an opportunity for all sectors of the community to come together and talk about what they might accomplish as a group. The following are some essential roles that the Steering Committee will need to assume in this work (adapted from Hutchinson, 2011):**

***Conveners bring together true community representatives to have community conversations and co-create together.***

***Connectors link people and assets together in ways that add value.***

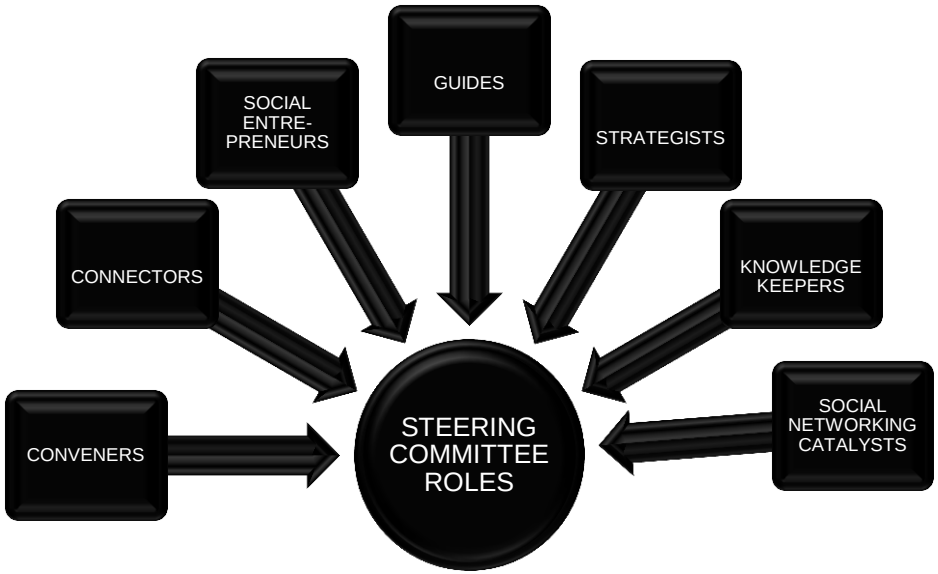
***Social Entrepreneurs see new opportunities and ways to capitalize on them.***

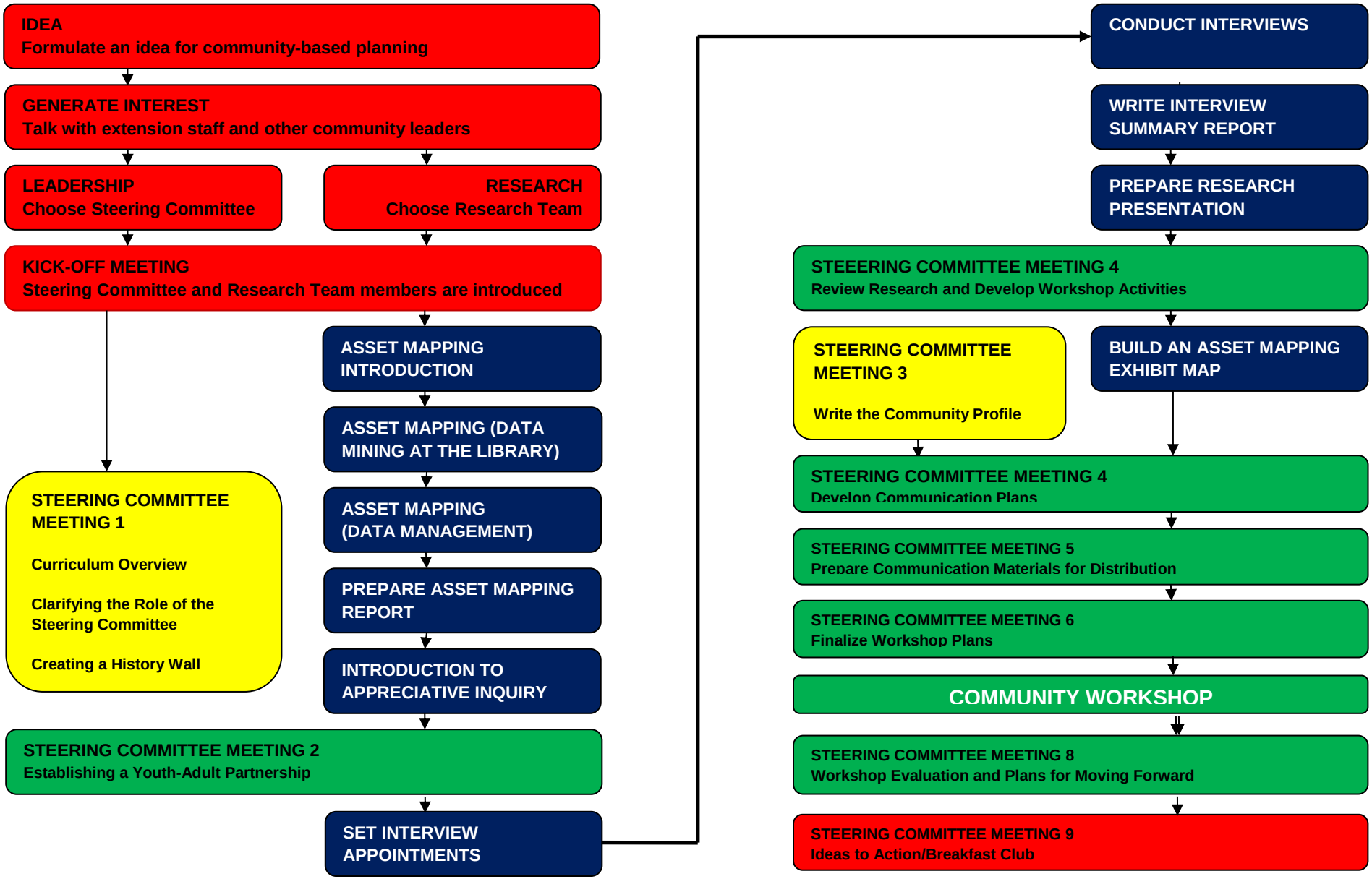
***Guides are able to map complex processes soothers can understand them.***

***Strategists can recognize patterns that may reveal ways to move forward.***

***Knowledge Keepers are different than note takers. They distill our conversations and synthesize them into key points.***

***Social Networking Catalysts help keep the conversations going between the face-to-face meetings using social media***



Organizational Flow Chart illustrating the step by step process for *CULTIVATE NC: Communities Unearthing Local Talent: Inspiring Vibrant and Transforming Economies*

**Color Key:** Organizing activities | Steering Committee meetings | Research Team work sessions | Monthly meetings of both teams