

An extract from...

Building Community by Design



***A Resource Guide for
Community Change Leaders***

By MDC, Inc.

A table of contents for the full guidebook is included at the end of this extract. For more information, contact MDC.

MDC, INC.

MDC's mission is to advance the South through strategies that expand opportunity, reduce poverty, and build inclusive communities. The organization furthers its mission by analyzing economic, workforce, and demographic trends to identify challenges that impede progress for the region and its people. To address those challenges, MDC works from multiple angles, including: developing responsive public policies; demonstrating effective programs; building institutional and community capacity for progress; and informing the public dialog on development issues.

Established in 1967 to help North Carolina make the transition from an agricultural to an industrial economy and from a segregated to an integrated workforce, MDC has spent the last 34 years publishing research and developing policies and programs to strengthen the workforce, foster economic development, and remove the barriers between people and jobs. MDC now works to facilitate the South's transition to a high-performing, multiracial society where economic, workforce, and community development work for all people and communities.

MDC is a private, nonprofit supported with grants and contracts from foundations; federal, state, and local governments; and the private sector.

MDC, Inc.
P.O. Box 17268
Chapel Hill, NC 27516-7268

Telephone: (919) 968-4531
Fax: (919) 929-8557
www.mdcinc.org

© Copyright 2001 MDC, Inc.

INTRODUCTION

American communities today are beset by deep challenges that cry out for civic action. We want our schools to do a better job of educating our children. We want jobs that reward hard work with wages that can sustain our families. We want safe neighborhoods with decent housing. We want the benefits of diversity without the fractious divisions that too often accompany it.

Yet the task of closing the gap between the conditions that frustrate us today and our aspirations for the future has perhaps never seemed so daunting. Education, jobs, safe communities, good housing, racial harmony are vast issues. Merely contemplating how to engage them can paralyze the well-intentioned citizen into permanent inaction. No wonder that few issues today generate more discussion and bewilderment among people concerned with civic renewal than "leadership" and its exotic younger cousin "social capital."

For nearly 15 years, MDC has been experimenting with the pragmatic side of these vast questions by helping people who wish to renew their communities and schools find the levers of innovation and change. While our projects would probably not show up in a scan of "leadership development" programs or experiments in building "social capital," we draw on these traditions and we share with their proponents a belief that motivated people in trusting relationships are the lifeblood of community, whether that community exists at the scale of a school, a neighborhood, a county, or a state.

Our experience has convinced us that society has many of the tools we need for constructing vigorous, generative, and visionary communities of problem-solvers, for building pools of principled, broad-thinking leaders who can replenish our increasingly burdened stocks of social capital. This guidebook details our current thinking about a set of approaches that we have found to work. It is organized around those approaches, and with each, we share the tools and methods that have worked for us and for our partner organizations.

Several factors motivated us to codify our approaches and gather and organize these tools. First, the hope is that others may benefit from using some or all that we have learned, that this guide will help people plan and implement the renewal of communities and neighborhoods. Second, the partners with whom we have worked and continue to work who are taking their efforts to the next level need documentation of the approaches we've been using. And third, we need it! Documenting this work has given us the opportunity to reflect on it, to further refine it, and to organize it in such a fashion that it's more easily understood by the communities with which we work and by our own staff and partners.

OVERVIEW

What is the work?

MDC's community development work seeks to address the question: "how can we accelerate and deepen the process of citizen-driven community development so that the effects are lasting and comprehensive?" Over 15 years of work in a wide variety of settings we have learned that the answer lies in attention to three broad areas: ***ideas*** (helping people get clear about what's worth doing and why), ***relationships*** (helping people learn to work with others to leverage human talent and passion), and ***technical assistance/opportunities for practice*** (helping people put their dreams to the test with strong coaching and support).

All our work springs from MDC's belief that people have the power to renew their communities from within – that once provisioned with knowledge, skills, and encouragement, everyday citizens can change the places they live for the better. Knowledge, skills, and encouragement are key words here, for citizen-led community renewal requires all three:

- **Knowledge** to challenge conventional thinking/inherited dogma about "development" and "community," to validate the creative impulses that often struggle to surface in distressed communities; to break the intellectual isolation that many low-wealth communities suffer; to offer hope rooted in the concrete achievements of other places that have traveled the same path; to balance community wisdom with external expertise; to inform about the approaches to development that put people first.
- **Skills** to master the art and the science of leading change collaboratively and democratically; to develop the capacity to lead with both "head and heart;" to think and act strategically; to bridge the fault lines of race, class, and personal experience that too frequently prevent community progress.
- **Encouragement** to maintain the determination to persevere that comes from peer support and external coaching

Consequently, while MDC's work incorporates "strategic planning," "Leadership development" and attention to "social capital," the integrative nature of our approach goes beyond these popular categories. It builds personal bonds within communities that result in sustainable change, as opposed to bridges that allow short-term change.

Why do it like this?

This approach is about "formation" – forming a cadre of committed people, unified in pursuit of common ends, equipped with skills to sustain healthy working relationships and inclusive decision-making, open to learning so that their work can achieve high results. This approach takes a great deal of time, and since the substance of

the work is determined by the specific challenges and assets in the affected community, there is no single formulaic answer to apply that will address the needs in every community.

MDC's structure for this kind of work is usually that we work in a foundation-funded project as the expert technical assistance provider for a local partner. This is **not** the only way to go about this work; much can be accomplished through different structures without the cost of an expert intermediary such as MDC.

Who should read this guidebook?

We developed this guidebook with three audiences in mind. The primary audience is our colleagues engaged in this work in communities, variously described as community building, leadership development, institutional and community change, and capacity building. These fields share a goal of equipping people to transform and renew the places where they live and work and the institutions on which they depend. To these colleagues we offer our reflections on the tools and approaches that have worked well for us and others who have used them to enrich our communities and neighborhoods.

A second, natural audience is the ranks of practitioners — community developers, staff of nonprofit agencies, planners, extension agents, and consultants and others — who are looking for new and more effective ways to stimulate creative problem solving in communities and institutions. We hope that this guide can provide them a practical primer on fresh ways to mobilize civic action, support coalitions, and organizational renewal.

Another audience is the growing community of funding organizations, both private philanthropy and government at all levels that have begun to support the work of organizational and community transformation. We hope that by distilling the assumptions and principles on which our work is based we can give these funders practical insights for supporting new initiatives.

What's in it?

Our experience and our learnings have contributed to our fundamental approach to institutional and community transformation. This approach is the structure for the majority of this guidebook. The introduction to “The Approach” section summarizes the core principles that have shaped its development.

Each component of the approach is explained in detail in its own section, including substantive theoretical support to aid practitioners in better understanding why it works and how. To facilitate practitioner's efforts to use this approach, we provide for each module the related tools, activities, and resources that we have developed, adapted, or borrowed from other sources. The largest publications, such as the strategic visioning

workbook, are summarized within the text, and the full publication is included in an appendix. Stories of how these pieces have worked in real life are included to help users better understand their implementation. The final section illustrates one model for putting all these pieces together, using MDC's projects as an example. The appendices contain: the largest publications; a bibliography of all publications referred to in the text; and a list of resources with contact information, organized by subject matter.

How do you use it?

- Review and select ideas and methods appropriate for use in your context – some may be appropriate for any context, but the practitioner with an understanding of the specific audience can best make that determination. We have produced this notebook with worksheets and tips to help groups use them easily. For specific duplication restrictions and protocols of use and distribution, see the appendix section, “Rights of Use.” In summary, you may reproduce in hard copy form any tool or worksheet from this guidebook, as long as appropriate credit is given and the materials are not used for nor sold for the express purpose of making a profit.
- It is possible to work collaboratively with MDC or MDC consultants to select tools to solve immediate issues on the ground, develop workshops, or conduct trainings related to specific areas of interest. For more information, contact MDC via the methods listed in the Rights of Use appendix.
- The ideas and tools in this guidebook lend themselves to use as parts of curricula for leadership development, strategic planning, or community economic development training. After reviewing the contents, you can select the appropriate sections for your needs and modify the introductory texts of relevant sections to form the basis of such training sessions and use the appropriate tools as exercises for the session.

Throughout this guidebook, you will find some highlights of ways that groups might use our tools as training curricula. We have included some insights about training/workshop design. To develop an in-depth training series on leadership, strategic planning, or community economic development, contact MDC.

GUIDING PRINCIPLES

MDC has spent 15 years researching institutional and community change theories and developing, testing, refining, and evaluating institutional and community development projects. We have worked in rural areas and urban areas; at the organizational, local, regional, and state levels; in a variety of cultures with a variety of people; and across the United States and in other countries. As a result of this work, we have learned some important lessons on bringing about positive change that have become guiding principles for our work.

Our work over time has helped us become more flexible in some ways and less so in others. We recognize the scope of community building going on nationally and know there are dozens of tools or methods to achieve any particular goal. On the other hand, we believe strongly in a set of core principles that are the bedrock of our work. If others learn from this, we want that learning to be not just the details of the delivery, but first and foremost about the principles of our practice:

- 1. The individual, interpersonal, institutional, community, and systemic dimensions all require attention when the goal is significant reform.** Authentic and sustainable change requires simultaneous work on the structures, frameworks, and relationships that reinforce the status quo and restrict reform. People need to look within themselves, to see their neighbors in new ways, to view the possibilities and limits of their surroundings in a clear light. Attention to one of these dimensions without the others limits impact and builds frustration.
- 2. Sustainable change is based on personal relationships.** MDC works to help people find common cause despite personal and institutional differences. A single champion cannot bring about comprehensive change working alone. In our work, groups of people engage in dialog and diagnosis that is simultaneously moral and pragmatic, igniting the fires of change. Suddenly people see that their schools preach that all kids can learn, but tolerate low achievement; that current economic strategies promise better opportunities, but deliver only low-wage jobs. The gap between values and facts is named publicly, and energy builds for problem-solving.
- 3. Communities, institutions, and their citizens are best defined by their assets, strengths, and creative imagination, not by their deficiencies and shortcomings.** Increasing these assets is a fundamental task for an outside facilitator like MDC. Constructing tasks that challenge and expand individual and group skills is our largest pedagogical challenge. Perhaps the biggest obstacle we face in nurturing the inherent capacity of others is psychological. Regardless of the issue, community, or system where we work, we must always help people overcome the illusion that the answer to their problems lies outside them rather than in them. The surest way we have found to

cultivate this rare but invaluable belief in self is to work with teams much as a coach works with an athlete or a musician: teaching technique, testing its application through actual performance, and systematically encouraging self-assessment and self-criticism to help people see how far they have come under their own power.

- 4. Change is a verb, not a noun. It cannot be delivered overnight.** The deep reforms we seek do not come quickly. Cultivating trust among team members, developing the confidence and skills to plan for and implement change strategies, and developing the leadership capacity to implement and sustain such efforts can take a significant amount of time. For instance, when working with schools in Indiana to reform guidance and counseling practices, the work of diagnosis and discovery, vision development, goal setting, and consensus building by stakeholders inside the school consumed the first two years of the project. Yet the result of this approach was a transformation in the operating values of the participating schools, reorienting both teachers' expectations of students and students' expectations of themselves.

SUMMARY OF OUR APPROACH TO BUILDING COMMUNITY BY DESIGN

Our experience and our learnings have contributed to our fundamental approach to institutional and community transformation. This approach, summarized below, is the structure for the majority of this guidebook. While each of these principles is important in its own right, they are all interrelated and dependent upon the whole. Collectively, they offer a comprehensive structure for building community by design.

1. Build the group that is right for the job.

Each MDC community-change project is structured to create changes in programs and policies and to build social capital within and between people in institutions and communities. For each of these efforts, we use a team-based approach, the goal of which is to build a “critical mass” of leaders that functions as a support network and an action-oriented team capable of tackling a complex change effort. And because the task of adaptive work in complex systems is generally beyond what a single person can address, a supportive team of allies is required.

2. Develop leadership capacity at multiple levels.

MDC's job is to help people become more enlightened and effective problem solvers on behalf of the institutions and communities that they serve and call home. Such leadership development is at the core of the work of community change. MDC's approach is intentional about helping people develop skills at multiple levels to enable them to close the gap between how things are and how things ought to be. We focus on five levels at which local leaders must be competent to bring about change:

- Inner — a clear understanding of personal values and motivations
- Interpersonal — the capacity to engage in new, collaborative, consensus-based relationships
- Organizational — the ability to build the strong local institutions necessary to sustain long-term change
- Community — the ability to think holistically about community challenges and needs while building the same understanding, consensus, and motivation for change within the community itself
- Systemic/policy — the ability to bring about change in the public and private systems and structures that affect the community's development goals

3. Provide a framework to challenge assumptions and motivate action.

To bring about change, to be able to act differently, people first need to see their situation differently. A central function of MDC's work with organizations and communities is to help people inside the system see the system and its future

possibilities in a different light, to “unfreeze” the conventional thinking that limits new ideas and visioning the community’s possibilities.

4. Link vision and data to strategic planning and implementation.

Just because people know challenges exist in their communities doesn’t mean they know exactly what the specific challenges or their causes are. In MDC’s approach, project participants ground their analysis of “what must change” in a careful assessment of hard facts — quantitative performance data to illuminate their planning and implementation efforts and ensure that they are addressing the causes of their challenges, not just the symptoms.

5. Create a safe, supportive, challenging space for learning.

Most every adult has endured learning experiences that were anxiety-inducing and counterproductive, and most have also enjoyed learning experiences that were positive, ennobling, and infectious, that included the spirited interaction of learners, nurturing and challenging in equal measure. MDC strives to create a safe and respectful learning environment to give people the opportunity to test new behaviors, wrestle with new ideas, explore new relationships, and readdress old challenges.

6. Teach so adults can learn.

New knowledge is often a critical factor for local people involved in a community-change effort, and development practitioners leading the effort function as “facilitators of learning.” Identifying participant needs, designing an appropriate curriculum to meet those needs, and delivering the curriculum in an effective, engaging manner are necessary for properly equipping participants to go about the work of change.

7. Provide the resources and support necessary to sustain the work.

A community-change initiative takes more than a dedicated, skilled group of local leaders committed to a common vision of the future. It takes a variety of resources and support to keep momentum necessary to make it through to the end of the process, including an understanding of the politics of change, enough financial support to get the work done, a critical mass of team members, and the coaching and technical assistance to overcome roadblocks and set-backs.

8. Reflect, reevaluate, revise.

Measuring progress toward goals and actual success are a perennial challenge in community-building work. How do you know if your work toward increased civic engagement is taking root? How do you know if there’s a smarter way to go about it? Purposeful reflection, evaluation, and the resulting revision of strategies or goals are not only the way to get smarter about the work of community change, but also the way to make sure that you meet your goals sooner rather than later, if at all.

Each component is explained in detail in its own section; and we provide the related tools, activities, and resources that we have developed, adapted, or borrowed from other sources. Stories of how these pieces have worked in real life are included to help users better understand their implementation.

MDC'S EXPERIENCE IN THE FIELD

Given the confines of our organizational mission and guiding values, the projects MDC has pursued in organizational and community change have been few in number but deep in execution. We began this work in the late 1980s, when the MDC report *Shadows in the Sunbelt* spurred a region-wide reassessment of conventional strategies for rural economic development. *Shadows* called on rural communities to reinvent their economies from within, rather than rely on an increasingly futile "buffalo hunt" for outside industry. Yet few rural communities understood how to create bottom-up economic development strategies. Thus, the call went out for the South to develop a new generation of civic leaders — black and white, women and men — armed with the skills and knowledge to develop more entrepreneurial economies.

Beginning with a project on the coast of South Carolina, MDC developed a rural leadership development program that combined four elements:

- a new conceptual orientation to rural development (emphasizing the goal of building high-skill, high-wage Southern economies to supplant the prevailing low-skill, low-wage reality);
- an introduction to model programs based on this new philosophy of development;
- a planning model designed to foster scrutiny of current development practice and an alternative vision and action plan for the future; and
- interpersonal, team-oriented leadership skills to help people from diverse backgrounds work together successfully.

By 1992, MDC had delivered a version of this program extensively throughout North Carolina under the sponsorship of the North Carolina Rural Economic Development Center, had codified the curriculum into a trainers guide, and had seeded the model from West Virginia to Oregon.¹ In a subsequent modification, collaborating with the historic Penn Center outside Beaufort, South Carolina, MDC applied this model, called Rural Futures, to the treble challenges of cultural preservation, environmental preservation, and community economic development.

Late in 1990, MDC began a series of multiyear projects to foster systemic reform in schools and in workforce training institutions. We structured this work around four elements: (1) a conceptual reorientation to challenge conventional thinking; (2) a planning model to spur analysis of current practice and the development of visionary alternatives; (3) extensive work to build skills for teamwork and the leadership of change;

¹ Julie Thomasson and David Dodson, *Rural Futures Program: A Guide for Trainers* (Chapel Hill, NC: MDC, Inc., 1992).

and (4) extensive technical support for teams during the planning and implementation process.

The Indiana School Guidance and Leadership Project, funded by the Lilly Endowment, sought to raise the academic expectations and achievement of public school students by enriching the quality and quantity of academic guidance they received from counselors, teachers, and school administrators. The Alliance for Achievement, begun in 1992 and supported by the DeWitt Wallace-Reader's Digest Fund, the Pew Charitable Trusts, and the BellSouth Foundation, sought to promote enhanced levels of postsecondary attainment by low-income minority and female students by encouraging middle school/high school/community college collaborations in five Southern communities, both urban and rural.

The Delta Workforce Alliance, launched in 1993 as part of a multilayered effort of the Pew Charitable Trusts and the Foundation for the Mid-South to raise the quality and quantity of jobs in the nation's poorest region, sought to build sustained capacity for high-quality worker training and job development in seven rural labor markets in Arkansas, Mississippi, and Louisiana. And the Rural Community College Initiative, a major Ford Foundation program begun in 1994, sought to help community colleges in the nation's most distressed rural areas promote increased access to postsecondary education and more vigorous economic development as long-term strategies for poverty reduction.

While the basic elements that define MDC's approach to institutional and community renewal have been constant across all our work, MDC's institutional role has been as varied as our partners and projects. In the Indiana Guidance Project and Alliance for Achievement, we served as project designer, lead trainer, and technical assistance provider, even playing a funding role by providing small implementation grants to the project sites. In both projects, success and failure rested in MDC's hands. In the Rural Community College and Workforce Alliance projects, MDC is a partner with the funding source, with lead responsibility for program design and training. In the Penn Center and Rural Futures programs, we were partners with organizations indigenous to the communities where we were working. Each MDC project therefore forces us to confront anew issues of power, authority, and responsibility for project outcomes, testing our own skills at leadership and collaboration even as we teach these skills to others.

Table of Contents

Building Community by Design

Approaches for Supporting People in the Work of Community Development

ACKNOWLEDGMENTS

INTRODUCTION

Why a guidebook?

OVERVIEW

What is the work?

Why do it like this?

Who should read this guidebook?

What's in it?

How do you use it?

What do you need to know to do this work?

GUIDING PRINCIPLES

SUMMARY OF OUR APPROACH TO BUILDING COMMUNITY BY DESIGN

MDC'S EXPERIENCE IN THE FIELD

Profiles of past projects

THE APPROACH

1. Build the group that is right for the job.

Intro text

Who sits at the table?

Suggested approach

Timing for recruitment and selection

The selection committee

Knowing whom to recruit

TOOL: Stakeholders' Analysis for Group Building

HANDOUT: Stakeholders' Analysis for Group Building

Marketing and recruiting

Application procedure

TOOL: Applications

The selection process

TOOL: Matrix of categories for selecting team members

Notification

2. Develop leadership capacity at multiple levels.

Intro text

Skills and Knowledge Required within the Five Dimensions of Leadership

A. The Individual Level of Leadership Development

Intro text

Personal reflection on the task of leadership

Exploring the leader's personal capacity to shed light or darkness

ACTIVITY: Leading from Within

HANDOUT: Leading from Within

HANDOUT: Leading from Within — Casting Shadow or Casting Light?

Helping leaders define the values and relationships that matter most to them

ACTIVITY: Values Journey

Exploring the work of leaders through story, imagery, and metaphor

ACTIVITY: "The Woodcarver" and "Loaves and Fishes"

HANDOUT: Parker Palmer's "The Woodcarver" — Questions for discussion

HANDOUT: Points from "Loaves and Fishes"

HANDOUT: Leadership for Community in “Loaves and Fishes”
Exploring the past to affect the future
ACTIVITY: Guided Memory
Reflective Self-Assessment
ACTIVITY: Assessing Your Leadership Style
HANDOUT: Leading In-Character Vs. Leading In-Persona
HANDOUT: Assessing Your Leadership Style
Assessing individual personality traits
TOOL: Myers-Briggs Personality Type Indicator

B. The Interpersonal Level of Leadership Development

Intro text
Establishing ground rules
ACTIVITY: Establishing Ground Rules
HANDOUT: Establishing Ground Rules
A shared understanding of leadership
ACTIVITY: Redefining Leadership
Understanding each other’s history, interests, and motivations
ACTIVITY: Personal Shield
ACTIVITY: River of Life
HANDOUT: River of Life
Team styles, assets, and liabilities
TOOL: MBTI Teamwork Analysis Exercise
HANDOUT: MBTI Teamwork Analysis Exercise
Communication skills
ACTIVITY: Learning Listening
ACTIVITY: Straight Talk
HANDOUT: Straight Talk Do’s and Don’ts
Making meetings work
ACTIVITY: Basic Ingredients for Effective Agendas
ACTIVITY: Facilitating a Meeting
ACTIVITY: Reaching Decisions by Consensus
HANDOUT: Steps in Consensus Decision-Making
HANDOUT: Gradients of Agreement
Developing a clear mission
TOOL: Team Charter
Example — RCCI team charter
Assessing the group’s progress
TOOL: Team Capacity Assessment
HANDOUT: Team Capacity Assessment
Fostering collaborative work
ACTIVITY: Broken Squares
Instructions for making a set of squares
HANDOUT: Broken Squares Instructions
HANDOUT: Broken Squares Observer Instructions
ACTIVITY: Building a Chair
Conflict resolution for groups
Reflecting on personal leadership within a team
ACTIVITY: Personal Leadership reflection
HANDOUT: Personal Leadership reflection
Confronting inequality
-Make-up of the group
-Values, history, and memory
ACTIVITY: Community Timeline
HANDOUT: Economic and Leadership History of the Region
-Modeling
-Ongoing identification of racism and prejudice
-Relationship building
-Training at a deeper level
-Resources for more assistance

C. The Organizational Level of Leadership Development

Intro text

Organizational Skills that Leaders Need

Technical Assistance

D. The Community Level of Leadership Development

Intro text

Clarifying values through historical perspective

ACTIVITY: Community Timeline

Analyzing the current situation

TOOL: Vision to Action (summary)

Identifying community strengths

TOOL: Asset Mapping

EXAMPLE: Asset Mapping in Arkansas

Viewing the community from a different perspective

ACTIVITY: Cross-cultural site visits with learning agenda

EXAMPLE: RCCI Cross-cultural learning

Sharing and honoring a community's cultures

Example: Cultural Celebrations in the Glades

E. The Systemic/Policy Level of Leadership Development

Intro text

Coaching

EXAMPLE: Ft. Worth

3. Provide a framework to challenge assumptions and motivate action.

Intro text

Providing alternative perspectives in words and pictures

TOOL: Cycle of Development

TOOL: Conceptual Essay

EXAMPLE: The Building Blocks of Community Development

HANDOUT: Summary of The Building Blocks of Community Development

Comparing alternative perspectives, values, and reality

TOOL: Building Blocks Team Reflection

Inspirational speakers

Field trips

Effective practices, presentations, and casebooks

EXAMPLE: RCCI Effective Strategies Notebook — New Options for Women Training Program

4. Link vision and data to strategic planning and implementation.

Intro text

Graphic – Vision to Action Summary chart

TOOL: Vision to Action and Data Guide

Planning Tools

5. Create a safe, supportive, challenging environment.

Intro text

Creating a welcoming and human physical space

Creating rituals to build community

ACTIVITY: Opening and Closing activities

Celebrating the culture and gifts present in the group

Building relationships to span fault lines

ACTIVITY: Sharing of Name Origins

ACTIVITY: Sharing Class / Social Backgrounds

Social and intellectual safety

Modeling by trainers

6. Teach so adults can learn.

Text

Sequencing of the curriculum

Pace of the curriculum

Learning retention

Learning domains

Learning styles

TOOL: Adult Learning Styles Assessment

Using dialog and open questions

Drawing on the knowledge of the group

Design of “Lesson Plans”

Resources

7. Provide the resources and support necessary to sustain the work.

Intro text

Coaching

Survival Skills

Widening the circle

Case in point – Meridian

Traveling through white water

Avoiding burnout

Financial resources

Access to Technical Assistance and Expertise

EXAMPLE: RCCI TA Pool

Learning Communities

Skilled Local Partners

Informational and Educational Resources

EXAMPLE: RCCI Tools and Resources List

8. Reflect, re-evaluate, and revise.

Intro text

Assessment of learning new skills and concepts

Internal evaluation of training/learning process

TOOL: Plus/Delta

External process evaluation

EXAMPLE: ISGCLP and John Snyder

Internal evaluation of program results

TOOL: Vision to Action Evaluation Planning

External evaluation of program results

Evaluation of community-building results

9. Putting it all together: A Typical MDC Project.

Intro text

Graphic - Process snapshot

Graphic - Chart on results

APPENDICES

Moving from Vision to Action and Data Guide

The Building Blocks of Community Development

Resources

Bibliography

Recommendations for Additional Reading