

# **Maximizing Assets of Diverse Communities to Enhance Programs**

## **Unit 4**

**A six-part curriculum designed to assist Extension professionals in planning and implementing more effective programs to reach diverse audiences**

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## **Unit 4**

### **Maximizing Assets of Diverse Communities to Enhance Programs**

#### **An Overview**

The shared history of the people of the United States is one of families, neighborhoods, and communities living and working together in various ways. Today's communities are in change and transition. There is often much less of a sense of sharing and caring. However, in some of these communities, the residents still form a close-knit group, supporting each other in many ways. This is particularly true of diverse communities, especially new immigrant communities. In Unit 2, we learned about ethnic groups having more of a community focus and a family orientation. In many diverse communities, extended family members reside in the same neighborhoods, often with multiple generations living in the same household, a phenomenon that has now begun to enter into the mainstream culture. Also, many diverse communities still operate by the popular proverb, "It takes a village to raise a child." This saying is not only well understood, but is put into practice. Oftentimes friends, extended family and kinship groups share in child rearing and discipline.

Many social and economic programs exist to "help" communities address problems and issues. The Extension Service is an example of one of those community-based programs. In too many cases, these programs have not provided the positive results that were hoped for. Many factors have contributed to this lack of success.

One factor is the lack of cultural relevance in the programs and services that seek to operate in diverse communities. This can cause low levels of participation, along with other negative consequences. Unit 2 discussed some ways that Extension professionals can make their programs more culturally relevant.

Another factor, in some cases, is that the main focus of such programs is the unmet needs of such communities—in other words, what is wrong about them. In limited resource or at-risk communities, many have begun to see themselves as needy and deficient people whose lives are full of problems. When a "needs model" is the only guide, it limits the thinking of those who live with problems and professionals who work to try to reduce or eliminate those problems. People and communities begin to believe that the only way to change their future is to get access to

more of the things they need that they do not currently have. Other results may appear, too. People and communities like to believe they can solve their problems, but needs-based solutions may be brought in by outside experts who do not include the local residents. These solutions may be short-term and may fail to focus on root causes of problems.

One alternative to the needs model for community development is the assets model. This model recognizes that in even the poorest neighborhood there are individuals and organizations with abilities and talents. What is important is to identify and connect these abilities and skills. Individual people, formal organizations, and grassroots groups are equally important in this model. Relationship-building is the basic key for reconnecting and working together to build strong families and communities.

This unit is divided into three lessons that tap into the experiences and insights of participants. Lesson One begins by having participants share examples of community. It continues with an explanation of the two models used in program planning: needs assessment and assets assessment. Lesson Two guides participants through an inventory process to identify assets. These assets are found in their local neighborhoods and communities. Lesson Three concludes the unit with an analysis of how to build on the strengths identified in Lesson Two.

## **Unit 4: Maximizing Assets of Diverse Communities to Enhance Programs**

### **Facilitator's Guide to Lesson 1**

#### **Lesson Title: Welcome to the Neighborhood: A New Way of Looking at Diverse Communities**

**Goal:** To create a better understanding of how assets and needs assessments work together to enhance program planning.

**Objectives:** After participating in the lesson, participants will be able to:

- Describe needs and assets assessment.
- Compare and contrast needs-based and assets-based approaches to community development.
- Identify situations where these approaches might be used.

#### **Materials Needed**

Easel and paper pad

Markers

**Time Needed:** Approximately 1 hour

#### **Background**

In Extension, one of the first steps in program planning is to identify the needs of the target audience. The purpose of a needs assessment is to identify the problems or social issues that exist currently in a community. This approach focuses solely on what is wrong or not working with the target audience. It also focuses on deficits in the communities in which the target audience resides. Over time, the members of such communities may begin to depend on outside help to “fix” them. Community members may begin to believe that only people and resources from outside their neighborhood and community can solve their problems, or they may begin to see

their plight as hopeless because they are so often bombarded with negative messages about their community. On the other hand, there may be community members who are beginning to get tired of one-sided portrayals of their community. In many of these cases, the community members reject the negative message and the messengers. They may simply fail to participate or respond to a program in a silent protest of the problem-focused approach. Additionally, members of such communities may be resistant or suspicious of “outsiders” coming in to “fix” their communities, specifically if the outsiders are from a different group.

In this lesson, and throughout this unit, we are going to look at a complementary strategy for helping communities reach their potential. This strategy is called assets assessments. It is complementary in that it provides the other half of the equation. It does not replace needs assessments, because there are issues and problems in all communities that cannot and should not be ignored. However, instead of focusing solely on problems and deficiencies, this approach also sheds light on the strengths or assets that exist in all communities. This lesson will provide an overview of both needs and assets assessments. It will also discuss the differences between the two approaches.

Regardless of how destitute, crime-ridden, or limited-resource a community may be, there are always assets to be discovered within the individuals, community associations/groups/organizations and formal institutions that exist within that community. Oftentimes, these assets are just waiting to be tapped and maximized to the fullest extent for the betterment of the community and its members.

There are two ways of looking at the pitcher of liquid in the illustration above: you can see it as half-full or half-empty. Similarly, there are two ways of looking at communities. You can focus on the fact that people and communities have deficiencies and needs, or you can focus on the fact that individuals and communities have skills and talents. You must look at both needs and assets in order to truly understand the community and the individuals that reside within it.

### **Facilitating the Lesson**

1. Welcome the group and introduce yourself and the session. Describe how the lesson will be carried out (interactively), and share the objectives. Then, ask participants to introduce themselves by stating their names and some other information of interest (e.g., their

organization, the type of program they work with, etc.). If you have taught this group before, you can alter the introduction to be more appropriate.

2. After the welcome and/or introductions, begin the lesson with the interest approach. Instructions are provided. Please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.
3. There is information on each topic below, as well as questions that you can pose to the participants as you move through the lesson. These questions will serve to stimulate discussion and even more interaction. “Address the Class” sections focus your attention on important points that should be made. “Facilitator Notes” throughout the curriculum provide important instructions or additional strategies for enhancing the lesson. There are also attachments/handouts included that you will need to distribute per the instructions. Use the PowerPoint transparencies to guide you through the each topic within the lesson.
4. Once you have covered all of the topics for this lesson, carry out the application exercise. Instructions are included. Again, please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.
5. If time permits, you can close the lesson with a summary of the major points.
6. Thank participants for their time and for sharing and working together. If you are continuing on with another unit on a different day, you should reiterate the important details of the next training and encourage them to participate.

## **Lesson 1**

### **Interest Approach**

**Facilitator Note:** After welcoming the class and introducing yourself, ask members of the class to introduce themselves (name, agency they work for, program they work with, etc.) and to each talk about one thing that makes them really proud to live in their community. Write the things they are proud of about their communities down on an easel pad and post it in the room.

*Ask the class:* Have the class reflect briefly on what they learned from the introductions. A reflective conversation may include these questions:

- What are some common themes of shared pride in your community?
- What did you hear that surprised you?
- Did hear someone say something about your community that you had never heard before? What was it?
- What does this list say about your community?
- How can this list help us uncover other treasures in your community?

## Topic 1: An overview of needs and assets assessments

*Address the class:* Just as you felt good sharing some positive things about your community, diverse and limited-resource audiences also want to feel good about their community. Today, we will discuss a way to discover the strengths of diverse and limited-resources communities.

First, let's look at the traditional needs approach. A "need" is defined as a gap or difference between a current situation (what is) and the desired or preferred results (how we want things to be). In Extension, a needs assessment is a formal tool that involves identifying what those gaps are, prioritizing those gaps and making decisions about which needs can be addressed through Extension education.



However, the relatively new "complementary approach" suggests that looking only at the needs of a community will not give you the full understanding of that community. In order to have a balanced view, you must also assess the assets that exist in a given community. Assets are defined as the strengths, skills, talents and capabilities within a community that can be utilized to enhance that community's quality of life (Kretzmann & McKnight, 1993). An assets assessment is the process of identifying, compiling, and reporting information on the current local assets and potential assets of a target community (Kretzmann & McKnight, 1993).

Assets assessments focus on current strengths, talents and skills as well as those that the individuals would like to develop (thus tapping into a person's potential). This assets approach is internally focused in that attention is placed on capacities that exist within a community. It is also relationship-driven, in that this model facilitates linkages between educators and target audiences through the process of identifying and linking to individual and community assets.

There are three kinds of assets that are identified within a community: individual assets, assets of local community organizations, associations, and groups, and formal institution assets.

*Address the class: Share the differences between the needs approach and the assets approach. Allow the class to discuss each difference as you move through the table.*

### Needs vs. Assets

<b>NEEDS</b>	<b>ASSETS</b>
<ul style="list-style-type: none"> <li>• Focuses on deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on effectiveness</li> </ul>
<ul style="list-style-type: none"> <li>• Results in fragmentation of responses to local needs</li> </ul>	<ul style="list-style-type: none"> <li>• Builds relationships among people, groups, and organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Makes people consumers of services; builds dependence</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies ways that people can give of their talents</li> </ul>
<ul style="list-style-type: none"> <li>• Residents have little voice in deciding how to address local concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to empower people</li> </ul>

## **Topic 2: Importance of assets assessments in diverse communities**

*Ask the class:* In addition to presenting a fuller portrait of a community, what are some other potential benefits of conducting an assets assessment in addition to a needs assessment? Allow participants to share their ideas about the benefits of an assets assessment. Record the responses on an easel pad and post. Mention the following points if they are not listed by the class.

Assets assessments can serve to:

- Regenerate and reenergize a community;
- Locate hidden or untapped strengths that can be used in planning and/or implementing programs;
- Engage individuals and allow them to see that they can play a role as active participants in your programs;
- Determine which community resources could contribute to comprehensive strategies of the agency/organization;
- Help us to better understand the total environment in which families live;
- Help us to design more effective collaborations with community members/groups/organizations;
- Empower community members by having them be a part of the solution.

*Address the class:* There are also benefits to conducting needs assessments. Needs assessments serve to identify problems or issues, while assets assessments identify ways to help address those problems and issues from within the community. Therefore, both needs and assets assessments are necessary when trying to understand diverse communities.

### **Application**

Divide the class into small groups of three to four participants. Then ask the small groups to identify at least one way that they could use the assets assessment method in their work and to talk about how it might work for them.

After 10 to 15 minutes of discussion in the small groups, ask for examples to be shared with the entire group.

## **Reflection**

If time permits, you can close the session with these questions for reflection.

*Address the class:* Now that we've finished this lesson, let's take a few minutes to reflect on what we've learned today.

*Ask the class:*

- *What do we remember from this past hour—images, words, pictures?*
- *What was most interesting to you about this lesson?*
- *What concerns do you have after having this lesson?*
- *What is one key insight you gained today?*

## **Unit 4: Maximizing Assets of Diverse Communities to Enhance Programs**

### **Facilitator's Guide to Lesson 2**

#### **Lesson Title: Strategies for conducting assets assessments in diverse communities**

**Goal:** To increase participants' knowledge and skills in conducting assets assessments.

**Objectives:** At the conclusion of this lesson, participants will be able to:

- Conduct an assets inventory with individuals and community organizations to identify interests, talents, skills, and resources that they are willing to share with others.
- Prepare a visual map of community assets for members to use in analyzing relationships to support diverse and multi-needs families and neighborhoods.

#### **Materials Needed**

Pieces of 8½ x 11 paper cut in half or large sticky notes, in 2 different colors – at least one pad or stack of half-sheets of each color for every 3 people

Easel and paper pad

Large markers (three different colors)

Masking tape

One copy of all the Attachments

**Facilitator note:** This workshop is most effective with 15 to 20 participants. If the group is smaller than 15, not as much exposure will be gained to the community resources available; if the group is larger than 20, more time will be required to accomplish this lesson.

**Time Needed:** Approximately 1 1/2 hours

## **Background**

Asset mapping focuses on the skills, talents, interests, and resources already present in a community. The use of asset mapping helps a community build on its dreams and what it has already going for it. At the same time, asset mapping does not ignore community problems; it identifies gaps or weak areas and then finds resources to deal with those problems. This happens through a process of strengthening relationships among the identified resources and through building new partnerships. Individual asset assessment is based on the premises that:

- ▶ Everyone has talents, skills and gifts relevant to community activities.
- ▶ Each time a person uses his/her talents, the community is stronger and the person is more empowered.
- ▶ Strong communities value and use the skills that members possess.
- ▶ Such an approach contributes to the development “of” the community.

## **Facilitating the Lesson**

1. Welcome the group and introduce yourself and the session. Describe how the lesson will be carried out (interactively), and share the objectives. Then, ask participants to introduce themselves by stating their names and some other information of interest (e.g., their organization, the type of program they work with, etc.). If you have taught this group before, you can alter the introduction to be more appropriate.
2. After the welcome and/or introductions, begin the lesson with the interest approach. Instructions are provided. Please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.
3. There is information on each topic below, as well as questions that you can pose to the participants as you move through the lesson. These questions will serve to stimulate discussion and even more interaction. “Address the Class” sections focus your attention on important points that should be made. “Facilitator Notes” throughout the curriculum provide important instructions or additional strategies for enhancing the lesson. There are also attachments/handouts included that you will need to distribute per the instructions. Use the PowerPoint transparencies to guide you through the each topic within the lesson.
4. Once you have covered all of the topics for this lesson, carry out the application exercise. Instructions are included. Again, please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.

5. If time permits, you can close the lesson with a summary of the major points.
6. Thank participants for their time and for sharing and working together. If you are continuing on with another unit on a different day, you should reiterate the important details of the next training and encourage them to participate.

## Lesson 2

### Topic 1: Identifying and connecting with individual assets

*Address the class:* When identifying the assets of individuals, you are seeking to find out about their:

- Knowledge and abilities-
- Community skills-
- Enterprising interests and experiences-
- Personal information-

**Facilitator Note:** Have an open discussion with the class on what each one of those assets could entail. Discuss the following points if they do not emerge in the discussion.

#### **Knowledge and abilities:**

Do not confuse this with formal education or education level attained. This involves any knowledge or skills (vocational, technical, skilled trade, or life experience).

This section of the inventory, allows individuals to . . .

- List all skills they've learned at home, in the community, or at the workplace
- Determine which of those skills are the most valuable or needed
- Embrace these skills as the very foundation of community building

#### **Community skills:**

This kind of information serves as the “raw material” for community building. This involves any contribution (participation, leadership, coordination) in community events or activities. This section of the inventory allows individuals to . . .

- Identify the various types of community activities that they have participated in
- Assess the kind of community work they would be willing to do in the future

#### **Enterprising interests and experiences:**

This section of the inventory, allows individuals to . . .

- Identify skills that could be used to launch small businesses and the individuals who are interested in doing so

- Identify skills that could be used in a trade or vocation

**Personal information:**

This is demographic information needed to contact individuals. Collect a modest amount of information on each person in order to allow follow-up as needed. Gauge your audience to determine their comfort level with disclosing certain types of information. This section of the inventory asks individuals to provide their . . .

- Name
- Address
- Phone
- Age (if necessary)
- Gender (if necessary)

*Distribute Attachment 4.1.*

**Exercise:** Ask the class to complete Part 1 (only) of the Individual Assets Inventory (Attachment 4.1). Allow fifteen minutes for individuals to complete Part 1 of the inventory. Ask each participant to count the number of activities they checked in the “Can Do” **and** “Would Enjoy Teaching” column in Part 1 of the inventory. Ask each person to write the total number of things they can do on a sticky note. Collect all sticky notes.

Then, ask the class to pair up with one other person to discuss the skills they each have. Take 10 minutes to do this paired discussion. While the participants are discussing their assets, total all of the assets. Enthusiastically announce the total number of assets to the group. See alternative approach to the exercise below.

**Reflect:** Ask the following questions (if time allows):

- How did you feel as you shared your skills, talents and strengths with your partner?
- How do you think the target audience that you seek to serve will respond to this inventory?
- How would it benefit your program to know what your target audience members can do, would like to learn and/or would enjoy teaching?

- How can you administer this inventory with your target audience? (Some ideas: door-to-door surveys, telephone surveys, mailed surveys, one-on-one interviews, and/or Web surveys. Try to determine which method would work best for your target audience.)

**Facilitator Note:** *Alternative approach to Exercise, that may be less time consuming:* Take the sticky notes or half-sheets of paper and distribute three to five of them to each participant. Ask each person to write down one thing they enjoy doing on each sticky note. Then have all the participants post their notes on the wall, while at the same time identifying others who enjoy doing the same things. Have them cluster their sticky notes together to create a visual wall chart/map of where members of the group share energy around various skills, interests, and talents. (It does not matter what color of sticky notes are used here.) Next, using the two different colors of sticky notes, ask participants to use one color to write one to five skills or talents (one per sticky note). These should be things they “can do,” “enjoy doing,” or are “willing to teach” and that they would be willing to use in working with other families and groups. (Write BIG. Use 3-5 words per skill/talent.)

## Topic 2: Identifying and connecting with assets of community organizations

*Address the class:* Share and discuss the guiding principles for assessing community assets (Attachment 4.2).

*Address the class:* When used with community associations, groups, and organizations, the asset assessment process is based on the premise that every community has people who work together to pursue some common goal. These organizations may be formal or informal (for example, some may not have officers or by-laws, yet are active in their neighborhoods). They often function by carrying out three key roles:

- Deciding to address an issue/problem of common interest.
- Developing a plan to address the issue.
- Carrying out the plan to resolve the problem.

Such community organizations may be neighborhood-based, community-based, or network-based, or they may extend outside the community's boundaries. Such groups are critical because they involve, empower, and impact local citizens. Often they may be informal, grassroots entities, and as such, they may not be listed in a directory. Therefore, it may require a deliberate effort to identify and involve such groups and contacts.

Some examples of this kind of informal organization:

- Religious groups (stewardship committees, youth groups, service groups, prayer circles)
- Planners of community celebrations (annual fairs, art and crafts festivals, July 4th Parades, fiestas)
- Neighborhood groups (crime watches, homeowners' associations, phone trees)
- Groups and leagues involved in sports activities (bowling, basketball, soccer, fishing, baseball, walking)
- Community service and empowerment groups (civic groups, alumni chapters of fraternities and sororities, etc.)
- Others: \_\_\_\_\_

**Facilitator Note:** Ask the class to add to this list. Write their suggestions on an easel pad.

**Exercise:** Ask the class to divide into groups of four. Ask each group to discuss ways to identify these groups, organizations, and associations. Next, each group should develop strategies for conducting an assets assessment with these groups. Groups should record the strategies on an easel pad and post. Finally, each group should share some of their strategies with the class.

**Facilitator Note:** Below are some strategies for identifying informal community groups and organizations. If the class misses some of these strategies, be sure to mention them.

**Examine printed materials:**

- Newspapers
- Community directories
- Church newsletters

**Contact local institutions:**

- Schools
- Health clinics
- Parks and recreation
- Libraries
- Neighborhood centers
- Contact individuals who seem to know what is going on in their community or neighborhoods
- Find out who the opinion leaders, gatekeepers and informal leaders are
- Find out the activities of these informal groups

### **Topic 3: Identifying and connecting with assets of formal institutions**

*Address the class:* When used with formal institutions, the assets assessment process is based on the premise that every community has a variety of public, private, and not-for-profit formal institutions that carry out important ongoing community functions in order to meet the social needs of local residents. Some communities are “institution-rich”; others are not. Too often, local institutions are not connected to local community-building efforts.

The process for assessing the assets of formal institutions involves five steps:

1. Recognizing that local institutions represent important assets to the community.
2. Doing an inventory of the institutions existing in the community.
3. Identifying the type of activities these institutions are engaged in; mapping their assets.
4. Exploring the type of links that can be built between these institutions, as well between the institutions and local people and informal organizations.
5. Seeking the assistance of local institutions as conduits to resources outside the community.

Formal institutions can help the community by:

- Purchasing locally
- Hiring locally
- Providing training to local residents
- Developing human resources
- Sharing meeting space
- Initiating local investment strategies (fundraising, micro-loan programs)
- Mobilizing external resources
- Sharing other resources

**Facilitator Note:** Ask the class to add to this list. Write the comments on an easel pad.

**Exercise:** If time allows, ask the class to divide into groups of four. Ask each group to list some formal institutions that are present in the community where they conduct their programs. Next, each group should develop strategies for conducting an assets assessment with those formal institutions. Groups should record the strategies on an easel pad and post. Finally, each group will share some of their strategies with the class.

## Application

*Ask the class:* Complete Part 2 (only) of the Organizational Assets Inventory (Attachment 4.1). Allow fifteen minutes for individuals to complete Part 2 of the inventory.

**Facilitator Note:** Participants must choose one organization to which they belong or work. If there are a lot of individuals from the same organization, ask them to select other groups or organizations to add variety and capitalize on the most resources (potential).

*Ask participants* to use a sticky note to record one to five (based on time) resources they “would be very interested” in offering to individuals and families in the community. They should also put the name of their organization on the note.

Invite participants to place their sticky notes on the wall chart (*Our Community’s Assets Map, Attachment 4.3*).

**Facilitator Note:** You will need to have this chart enlarged in advance of the training.

Once all participants have posted their items on the wall chart, reflect with the group, using these or similar questions to analyze their work.

*Ask the class:* Let’s review for a minute.

--How did we get to this point?

--What are some of the key assets we see on our map?

--Where do we have an abundance of resources represented on the map?

--In which areas do we need to identify more assets or ask for help?

--Who is not here that needs to be included in this mapping process?

--What message can we take from this activity to help recruit others to participate in identifying our local assets?

--How can we get more support from other people for this activity?

--What are the first steps we should take?

--Who is willing to be responsible for...? (Refer to the first steps designated in the previous question.)

Conclude this lesson by asking for volunteers, preferably in small teams, to:

- Prepare an updated map that illustrates the assets identified on the group map (*Our Community's Assets Map*) that can be shared (mailed) with the group at a future meeting.
- Take additional assets inventory forms and interview others in order to add to the inventory; be responsible for returning them to the group.

Set deadlines and meeting dates to review the information tabulated, return interview data, and collectively develop a plan for applying this information for the benefit of their families, neighborhoods, and community. Share the plan with the organizations and the community. Put the plan in motion with help from the organizations and the community.

**Facilitator's Note:** You may need to provide hands-on assistance to the group members accepting responsibility for tabulating the assets identification data and putting it into a useful form for the participants. It is preferred that the group takes this responsibility so that they are involved. When you teach the next lesson, you may want to have some of these volunteers assist you in conducting the lesson in order to facilitate greater involvement and better "buy-in" for the process.

# Unit 4: Maximizing Assets of Diverse Communities to Enhance Programs

## Facilitator's Guide to Lesson 3

### Lesson Title: Building on the assets of diverse communities

**Goal:** To increase the knowledge and skills of participants in bridging community assets.

**Objectives:** At the conclusion of this lesson, participants will be able to conduct a process of:

- Reviewing the results of asset mapping and explore relationships among the resources listed.
- Creating a shared sense of local resources and individual, neighborhood, and community capacity to solve problems together.

### Materials Needed

Copy of Asset Mobilizing Map created in Lesson 2 for each individual

Summary prepared of the results of Part 2 of Attachment 4.1

Easel and paper pad

Large markers (at least 1 per person)

Masking tape

Paper cut out to look like chain links. Each person should have a different color link (can use all shades of a color). Each person should have four links in the same color. Another option is to have them write their names on the link as an identifier.

**Time Needed:** Approximately 1 1/2 hours

### Background

Now that you have identified your community's or neighborhood's assets, it is time to take another look to see how these assets can work together. Sometimes when we review our asset maps we see new ways for people and groups to work together. Other times we learn why groups have not been able to work together in the past. And then there are times when we realize that we

have missed opportunities in the work we are already doing with our partners. These relationships are building blocks and will give us a way to build a foundation for our future. This lesson will give us time to take a step back and truly look at the big picture.

## **Facilitating the Lesson**

1. Welcome the group and introduce yourself and the session. Describe how the lesson will be carried out (interactively), and share the objectives. Then, ask participants to introduce themselves by stating their names and some other information of interest (e.g., their organization, the type of program they work with, etc.). If you have taught this group before, you can alter the introduction to be more appropriate.
2. After the welcome and/or introductions, begin the lesson with the interest approach. Instructions are provided. Please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.
3. There is information on each topic below, as well as questions that you can pose to the participants as you move through the lesson. These questions will serve to stimulate discussion and even more interaction. “Address the Class” sections focus your attention on important points that should be made. “Facilitator Notes” throughout the curriculum provide important instructions or additional strategies for enhancing the lesson. There are also attachments/handouts included that you will need to distribute per the instructions. Use the PowerPoint transparencies to guide you through the each topic within the lesson.
4. Once you have covered all of the topics for this lesson, carry out the application exercise. Instructions are included. Again, please read the content and instructions prior to the training so that you will be familiar with how to carry out the activity.
5. If time permits, you can close the lesson with a summary of the major points.
6. Thank participants for their time and for sharing and working together. If you are continuing on with another unit on a different day, you should reiterate the important details of the next training and encourage them to participate.

## **Lesson 3**

### **Topic 1: Tips on maximizing assets in program planning and implementation**

#### **Exercise**

Divide the class into groups of four. Ask each group to discuss how they can use the information revealed in the assets assessments (summary of data from Part 2) to plan (develop and market) and implement (conduct) their programs. Ask each group to record their strategies on an easel pad. Each small group will share some of their strategies with the class. While each group shares, the other individuals in the room will look for a way to link to that effort. A paper link should be given to the group if an individual feels that he/she or his organization can help.

#### **Topic 2: Putting it all together**

**Facilitator Note:** Achieving this step will depend on the issues and organizations within the community. You can continue to explore how assets can be mobilized to improve local conditions and meet local needs. It is best to focus on one issue at a time. Show early success with that issue, and then add the next. For instance, you might try to find ways to increase the number of job opportunities in the area or to improve on local health care or after-school education. You should continue to build relationships among these local assets. You can engage the community in visioning and planning. Finally, you can tap outside resources that help advance local improvement efforts.

*Ask the participants* to add any other suggestions on how the pieces can be brought together to address local issues.

#### **Application**

Share the results of the tabulated asset inventories (Part 2) with the group. Allow time for individuals to review the information.

*Ask if there are questions of clarity about the data.*

Divide the participants into small groups of two to four participants. Give them these questions (modify as needed for your group) to discuss in their small groups. Request that they identify a recorder to take notes during the discussions and a reporter to give a two-minute summary report

of their discussions. The recorder needs to give the written notes to you. Allow about 15-20 minutes.

- What areas of our asset mapping get your attention?
- What are the relationship or connections that stand out for you on our map?
- Where do you have concerns or worries about the information on our map?
- What aspects of our work give you hope for our community?
- What would you say is the most important insight that you have gained from this process of identifying assets?
- Which relationships will have the greatest impact as we move forward to build on our strengths?
- Which relationships do we need to support more assertively?
- Which opportunities are our highest priorities?
- What do we need to do with the information we have gained here?
- What is one sentence that we can use to tell others about what we have learned about our community using asset mapping?

Ask the small groups to create a drawing, song, poem, or some other creative symbol that represents their vision of their neighborhood/community in five years (refer back to what they said in the opening introductions). This needs to be a combined effort within their small group. Allow another 10 minutes.

Bring the group back together and ask for reports from the groups. Ask for their reporter to give the summary first. Then their group may present their art, poems, songs, or other creative expression.

***Ask the class:*** Reflect with the group to close the session. This reflection may include these questions (modify as appropriate for your situation):

- What did we do in this lesson? What steps did we take?
- How did you surprise yourself during this lesson?
- What did we learn from our discussions about the maps?
- What decisions do we need to make about using this information?
- Who would like to be a part of creating a community directory using this information?
- When can we meet again to continue our efforts to use this information for our benefit?

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# **MAXIMIZING ASSETS OF DIVERSE COMMUNITIES TO ENHANCE PROGRAMS**

## **Attachments**

**Attachment 4.1: Individual Assets Inventory**

**Attachment 4.2: Guiding Principles for Assessing Community Assets**

**Attachment 4.3: Community Assets Mobilization Map**

## Identifying Personal and Organizational Assets for My Community

### Part 1

#### Individual Assets Inventory

Indicate if each of the following skills, types of knowledge, activities and responsibilities is something you can do. Then indicate if this is something you enjoy doing or would enjoy teaching someone else to do.

<b>Skill, Type of Knowledge, Activity, Responsibility</b>	Please place a check by those things you:		
	<b>Can do</b>	<b>Enjoy doing</b>	<b>Would enjoy teaching</b>
Building a Web site			
Using the Internet to find information			
Writing news stories			
Doing radio/television presentations			
Desktop publishing			
Bookkeeping			
Word processing			
Using computer programs to manage or analyze data			
Preparing computer graphics			
Contacting and talking to people on the phone			
Preparing and managing budgets			
Managing other people			
Putting ideas into a written document			
Painting walls or the exterior of houses			
Brick laying or masonry work			
Installing drywall			
Installing floor coverings			
Preparing meals for large numbers of people			
Operating commercial food preparation equipment			
Baking			
Driving a van			
Driving a bus			
Caring for infants (0-1 years of age)			
Caring for toddlers (1-3 years of age)			
Caring for preschool children (3-5 years of age)			
Caring for children 5-11 years of age			
Taking children on field trips			
Caring for the elderly			

<b>Skill, Type of Knowledge, Activity, Responsibility</b>	<b>Can do</b>	<b>Enjoy doing</b>	<b>Would enjoy teaching</b>
Caring for the mentally ill			
Caring for the sick			
Caring for physically or developmentally challenged individuals			
Playing a musical instrument (which one?)			
Singing			
Acting/theatre			
Craft work (e.g. ceramics, pottery, crochet)			
Sewing, dressmaking			
Tutoring students			
Fundraising			
Public speaking			
Speaking Spanish			
Teaching/tutoring English as a second language			
Adult literacy			
Nutrition and food safety			
Health related issues			

<b>Have you ever...?</b>	<i>Check if Yes</i>
Served as an officer of a civic or service organization?	
Worked in support or opposition to a local issue?	
Held an elected office?	
Coached or assisted in coaching a sports team?	
Organized or managed a fundraiser?	
Facilitated a group discussion?	
Conducted personal interviews?	
Moderated a meeting?	
Started an organization?	

Please provide the following information so that we can create an entry for you in our community assets database.

Name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

\_\_\_\_\_

Phone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**Part 2:  
Organizational Assets Inventory**

**What type of organization do you represent?** *(Check all that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Arts                          | <input type="checkbox"/> Service club                |
| <input type="checkbox"/> Business/Economic Development | <input type="checkbox"/> Social causes               |
| <input type="checkbox"/> Religious/Church/Spiritual    | <input type="checkbox"/> Veterans groups             |
| <input type="checkbox"/> Civic Events                  | <input type="checkbox"/> Youth groups                |
| <input type="checkbox"/> Hobby/Collector groups        | <input type="checkbox"/> Senior groups               |
| <input type="checkbox"/> Ethics associations           | <input type="checkbox"/> Study/book/library groups   |
| <input type="checkbox"/> Emergency services            | <input type="checkbox"/> Gardening groups            |
| <input type="checkbox"/> Self-help/Mutual support      | <input type="checkbox"/> Political organization      |
| <input type="checkbox"/> Health group                  | <input type="checkbox"/> Media group                 |
| <input type="checkbox"/> Physical fitness group        | <input type="checkbox"/> Environmental group         |
| <input type="checkbox"/> Local or county government    | <input type="checkbox"/> Maternal/child health group |
| <input type="checkbox"/> Men's group                   | <input type="checkbox"/> General disabilities        |
| <input type="checkbox"/> Women's group                 | <input type="checkbox"/> Learning disabilities       |
| <input type="checkbox"/> Sports/recreation             | <input type="checkbox"/> Other (please explain)      |
| <input type="checkbox"/> Education/school              |  |

**What is the target audience of your organization?** *(Check all that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Young children                    | <input type="checkbox"/> Youth/teens         |
| <input type="checkbox"/> Seniors                           | <input type="checkbox"/> Women               |
| <input type="checkbox"/> Men                               | <input type="checkbox"/> Families            |
| <input type="checkbox"/> Physically/mentally challenged    | <input type="checkbox"/> Religious groups    |
| <input type="checkbox"/> Ethnic groups (please list) _____ | <input type="checkbox"/> Your own membership |
| _____  | <input type="checkbox"/> Professionals       |
| <input type="checkbox"/> Business people                   |  |
| <input type="checkbox"/> Other (please explain)            |  |

**Does your organization or group do any of the following?** *(Check as many as apply)*

- |   |   |
|---|---|
| <input type="checkbox"/> Deliver healthcare/social services | <input type="checkbox"/> Help with referrals                |
| <input type="checkbox"/> Provide education/training         | <input type="checkbox"/> Sponsor groups or individuals      |
| <input type="checkbox"/> Provide arts and cultural events   | <input type="checkbox"/> Provide recreational opportunities |
| <input type="checkbox"/> Offer programs for target groups   | <input type="checkbox"/> Give technical support             |
| (List groups) _____   | <input type="checkbox"/> Other (please explain)             |
| _____   |   |
| <input type="checkbox"/> Give financial support             |   |

**What best describes your organization? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Government funded organization         | <input type="checkbox"/> Private business                        |
| <input type="checkbox"/> Schools                                | <input type="checkbox"/> Private non-profit service organization |
| <input type="checkbox"/> Primary                                | <input type="checkbox"/> For profit organization                 |
| <input type="checkbox"/> Secondary                              | <input type="checkbox"/> Library                                 |
| <input type="checkbox"/> Post secondary                         | <input type="checkbox"/> Private non-profit membership           |
| <input type="checkbox"/> Non-formal adult education association |  |

**If your group were asked, which of the following would you consider supporting?**

	<b>Would be very interested</b>	<b>Would consider</b>	<b>Outside the scope of our mission</b>
Helping mothers			
Helping kids			
Helping teens			
Supporting schools			
Supporting libraries			
Supporting emergency services			
Promoting community spirit			
Promoting local business			
Helping the disabled			
Helping seniors			
Helping the poor/homeless			
Supporting the arts			
Supporting recreational activities			
Supporting addiction prevention programs			
Supporting anti-violence programs			
Supporting environmental activities			
Supporting development of parks			
Health Referrals			
English language tutoring			
Spanish language tutoring			

**How likely is it that your organization or group would be willing to provide or share the following organizational resources with other community organizations or groups?**  
*(Reasonable fees or restrictions may be assessed.)*

	<i>Very likely</i>	<i>Somewhat likely</i>	<i>Not at all likely</i>
A room or place for a meeting			
Membership list			
Member or employee volunteer time			
Technical expertise of your organization			
Access to equipment			
Access to vehicles or similar equipment			
Donations of materials			
Space in your newsletter			
Help with referrals			
Education/training			
Share cost of delivering services			
Sponsor arts/cultural events			
Sponsor or provide recreational activities			
Share cost of producing/distributing information			

**Please provide the following information so that we can create an entry for your organization or group in our community Organizational Assets Database.**

Name of organization:

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Main office address:

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---

Main office phone number:

---

E-mail address:

---

Please provide a brief summary of your organization or the mission statement of your organization:

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**Guiding Principles for Assessing Community Assets**

- **Participatory Process**
- **Balanced Perspectives**
- **Start With Questions**
- **Snapshot First**
- **Trends Second**
- **Comparisons Third**
- **Ask More Questions**
- **Balanced Data Gathering**
- **Start Simple**
- **Make it Meaningful**

Attachment 4.3

**I have this as a separate file and cannot get it moved. I just need it moved by a graphics person.**