

# Practice Insights



Community Development:  
Americas Special Issue

 **WCDC2018**

  
International Association for Community Development  
Association Internationale de Développement et d'Action Communautaires  
**2018 65TH ANNIVERSARY YEAR**  
**WITHOUT COMMUNITY DEVELOPMENT  
THERE IS NO SUSTAINABLE DEVELOPMENT**

# About IACD

IACD is the only global network for professional community development practitioners. We support development agencies and practitioners to build the capacity of communities to realise greater social and economic equality, environmental protection and political democracy.

## What do we do?

IACD links people to each other. We facilitate learning and practice exchange, both virtually and face-to-face. We work with partners to deliver regional, national and international events, study visits and conferences. We document the work that our members are doing around the world by collecting case studies, tools and materials on community development, and sharing these through our website, publications and ebulletins. We carry out research projects, drawing on international experience.

IACD aims to give its members a voice at the global level, advocating for community development principles and practice in international forums and consultations. IACD has consultative status with the UN and its agencies.

## Contributing articles

Our international *Practice Insights* publications are issued three times a year, each one focusing on a particular theme of relevance to community development. If you would like further information or to contribute to future editions, please contact [charlie.mcconnell@iacdglobal.org](mailto:charlie.mcconnell@iacdglobal.org) Alternatively, IACD members are welcome at any time to contribute news items, research, case studies or other materials to our members' Facebook site and to the IACD website.

## Join us

For full details and to join, go to [www.iacdglobal.org/join-us](http://www.iacdglobal.org/join-us).

Benefits of membership include:

- Daily Facebook News posts about community and international development;
- Access to the Global Community Development Exchange resource bank on the IACD website;
- Opportunities to participate in Practice Exchange study visits;
- Discounted rates at IACD conferences;
- Discounted subscriptions to the Community Development Journal;
- Opportunities to share your work and experiences with a global audience, through our website, Facebook sites and other publications;
- Members also have the opportunity to nominate to serve on the IACD Board of Directors. Our next Annual General Meeting will take place in June 2018.

[www.iacdglobal.org](http://www.iacdglobal.org)

*The views expressed in this publication are primarily those of the respective authors and not necessarily those of IACD.*

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**To be sure, North America, Central America, and South America—and the communities that comprise them—represent a mosaic of people and places that practice community development in unique ways.**

But as one delves deeper into the philosophies, issues, and examples from Queen Elizabeth Islands to Cape Horn, it is exciting to see consistent ideas emerging. The articles in this edition of Practice Insights show a community development practice in the Americas that is evolving in important ways and that share important underlying ideals.

- **They affirm an evolution in the practice:**
- **From simple problems to evidence-based issues and opportunities.**
- **From a debilitating focus on needs to an exhilarating appreciation of assets.**
- **From expert-led technical assistance to indigenous knowledge and the empowerment that comes from authentic engagement.**
- **From transactions involving ad hoc initiatives to comprehensive sustainable efforts built on deep relationships.**

This is the promise of the state of the art and science of community development in the Americas. It is found in rural and urban settings. It spans the gamut of challenges and opportunities from those involving developed and developing places, and built and natural environments. We see it in communities and organizations that are well organized and those forming for the first time.

The articles that follow begin with two that help us to take stock of the challenges and opportunities and assets that we can build our engagement efforts on. McCray, and Loden and Gulick offer examples of the grounding that is so important as we assess what we have. They illustrate why we need to ask, not assume, and why we need to identify the strengths and assets we have to build upon.

Sustainability and the importance of seeing ourselves as stewards for future

generations are important lessons Brain-McCann, et al, and Beurle share. They remind us that complexity and difficult topics are not only important places to be in the community development arena, but perhaps they are the most important places to be.

Kahl and Hains, Attygalle, and Weaver offer us keen insights into what it means to commit to authentic relationships and to make empowerment an outcome goal as important as substantive resolution of issues. They reinforce the previous articles that challenge us to think comprehensively and to be true to the commitment to sustainability—not only environmental sustainability, but also sustainable relationships. Likewise, Christensen reflects on the relationship between governance and leadership, while Hains and Lachapelle offer thoughts on the relationship between members and their professional associations as well as current and future trajectories.

Our final five articles are examples illustrative of the principles discussed in the earlier articles. Harman describes an engagement that respects local knowledge, that is based on a comprehensive and sustainable solution and that while ostensibly about the environment, is really a story about building social capital. Shepard, too, provides a compelling example of the importance of engaging everyone to affect positive outcomes. Mantonya and Wall, and Beurle offer contrasting settings in which the same core community development values allow for an inclusive, asset-based, sustainable effort to energize a community and its people. In our final article, Hansen, et al illustrate one of many important social science-grounded techniques that are effective in engaging local people in their own futures.

The Americas are committed to community development best practices and as Kahl and Hains remind us we endeavor to “promote participative democracy, sustainable development, rights, economic opportunity, equality and social justice... and empowerment of people within their communities.”

**Greg Wise, IACD North America Regional Director**

# Survey of Rural Challenges 2017: What small town people in the US and Canada see as their biggest challenges and what topics they most want help with

Becky McCray

When you ask small town people across the USA and Canada what challenges they want help with, the responses provide an interesting insight into rural areas today.

**SaveYourTown and SmallBizSurvival.com conducted a survey among subscribers and visitors to their sites during 2017, receiving 250 individual responses. Participants included 215 from the USA, 25 from Canada, and 10 from other international locations. The results were compared with a similar survey in 2015 that received 227 responses.**

## Rural Community Challenges

Top five concerns at the community-wide level were mostly the same in 2017 as 2015. The most selected was that the downtown is dead, followed by losing young people, no one shops in town, missing out on tourism opportunities and a need for new residents. There was not much change between 2015 and 2017, with the top four choices staying the same. The fifth most-chosen answer, “Need new residents,” rose two slots from seventh position in the 2015 results. The number five choice in 2015 was “No businesses in town,” which dropped one position to sixth in 2017.

## Small-Town Business Owner Challenges

Over ¾ of those surveyed identified themselves as current or prospective small business owners. Top concerns among business owners were mostly the same in 2017 as 2015. The top-scoring challenges were that business owners tried opening later hours without success, their marketing isn’t working, they need help but cannot hire, people want to pick their brain for free and they need a usable building.

The top four choices are the same as in the 2015 survey. The fifth most-chosen challenge, “Need a usable building,” rose two slots from seventh position in the 2015 results. The number five choice in 2015 was “Need an idea to start a business,” which fell to ninth position this year.

## Rural Trends of Interest

Over 85% of participants chose among the coming trends of most interest to them. This was a new question on the 2017 survey.

The top trends garnering attention were rural retail trends, rural population changes, trends affecting rural makers and craftspeople, rural service business trends and changes to rural society.

## Other Rural Challenges

Taking the structured and open-ended responses together, several themes emerged where the surveyed rural people most feel the need for help.

## Conflicts and negativity hinder progress

**Lack of cooperation, apathy, negativity and resistance** to change among local leaders and residents were the most commonly-mentioned challenges, appearing in 22 of the open-ended responses

**Conflicts between different groups and cultures** were mentioned, including conflicts between age groups, long-time residents conflicting with new residents, different religious and faith communities, and diverse racial groups

**Social isolation** caused by conflicts between groups and unique local issues were mentioned in three open-ended responses

## Uncertainty around population

**Losing young people and a need to recruit new residents** both scored in the top five of the choices this year

**Decline in population and aging population** both were mentioned in the open-ended responses

**Lack of volunteers** was also mentioned, with people saying they had more ideas and projects than people to accomplish them

**Workforce shortages** were mentioned in five open-ended responses

## Rural communities are focused on downtown

Downtown business district issues were commonly mentioned, including the types of businesses, need for business support, drawing residents downtown for shopping and activities, and competition with online and big chain retail competitors

## Rural Solutions

Even though the survey focused on identifying rural challenges, positive responses focused on the future, creating their own solutions and moving forward.

# Community Change Professional Development Survey

Connie Loden and Sharon Gulick

The Community Change Network and the Past Presidents of the Community Development Society initiated a survey in May 2017 to seek input from community development practitioners and researchers on the role of community development in sustaining community vitality and supporting community change. The survey also elicited how community development practice may need to change in the future. This article communicates the findings of this survey, which will be used to help guide the Community Change Network and other community development organizations in designing programs and network action to provide the appropriate capacity building to meet the needs of today's communities.

The survey was opened from May through July of 2017, with 96 people responding to the inquiry, many of whom worked in the field for over 20 years. Of those 96 responders:

- 63% are practitioners (Extension educator, work for community based organization, etc.)
- 13.5% are teaching faculty
- 10.4% are researchers
- 12.5% indicated themselves as "other"

The survey participants are employed by the following entities:

- 77% - University, College or Community College
- 5% - Not for Profit Organization
- 4% - Self-employed
- 3% - Local, State, County, Provincial, National or other government entity
- 2% - For Profit Organization
- 1% - Retired
- 7.3% - Other

When asked what topics or issues they would like to have additional training, the response breakdown reaches across a number of areas - see Figure 1.

Topics or issues with the most respondents include Community Capacity, Community Change, Asset Based Community Development, Community Coaching, Community Economic Development, and Community Economic Resilience. These are topic

areas within the same context of systemic and holistic community development approaches.

Other notable responses are areas of Conflict resolution, Deliberative & Civil Dialogue/Public Deliberation, Cultural Awareness, Environmental issues, which speak to some of the changes and conflicts happening in the world as we see cultures mixing and passionate voices struggling to be heard.

Considering what respondents indicated were significant obstacles in the field of Community Development, they noted the following:

- Lack of Funding
- Understanding of CD
- Impact / Measurement / Outcomes
- Conflicts / Polarities in politics and community issues
- Need to encourage new young professionals to work in the field of CD

Regarding what needs to happen to ensure the field of community development continues to have the ability to support effective community change, respondents mentioned the need for collaboration across the various community development organizations and enhancing our ability to communicate the value and impact of our programs and work effectively.

When asked what the Community Change Network can do to help you become more effective in your community, a summary of the survey responses points to the need for more case studies and expertise sharing, such as:

- Sharing case studies and promising practices
- Hosting practice and professional exchanges / Study Tours
- Sharing knowledge resources and effective impact measurement
- Professional / Community Coaching
- Leadership Development

The Community Change Network and CDS Past Presidents will use this information to chart a course forward to assist in providing effective professional

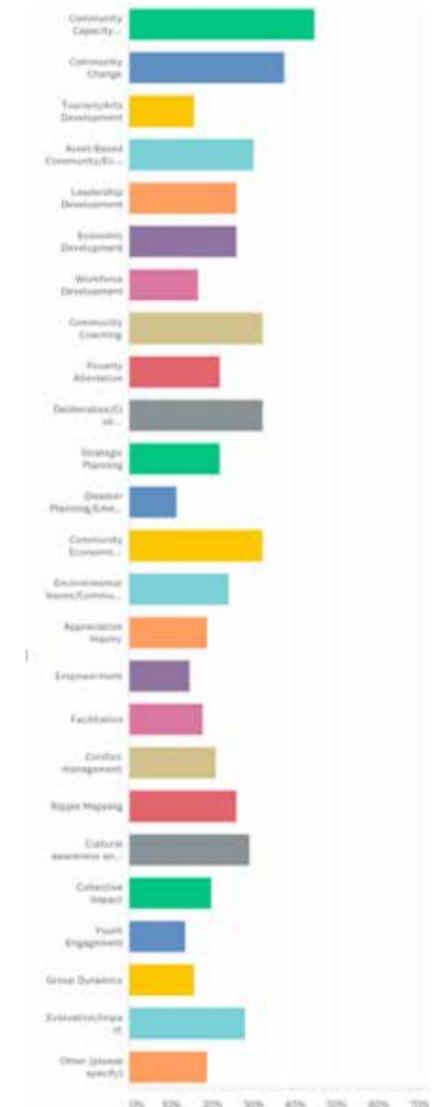
development, research, and practice resources to communities in need.

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<sup>1</sup> "Extension" refers to University-based faculty and regional educators whose primary responsibility is to engage with communities and community members on a wide range of topics including community development.

Figure 1: Topics for Additional Training



## Rural people are focused on creating their own solutions

Many people identified local trends they felt they could take better advantage of, including tourism, accommodations, youth retention and family-friendly activities

## Lack of people is more of a limiting factor than lack of funding

There are so many rural projects and activities that a shortage of volunteers emerges

Over a quarter of all the people mentioned the lack of volunteers as a challenge

Only two people brought up a lack of funding

## There's more interest in makers than in manufacturers

When asked about trends 30 years into the future, more people expressed an interest in trends for makers and craftspeople than for manufacturing

## What the Survey DIDN'T say

The responses from rural people broke down some prevalent small-town stereotypes.

## Small towns aren't interested in recruiting outside businesses

While many local governments and economic development professionals are focusing on recruiting outside businesses, the need for that was not reflected in this survey

No one mentioned needing to recruit a national chain or an outside franchise business to improve their town

Only two respondents mentioned a business gap, or a specific business they felt their community or downtown needed to develop through local entrepreneurs

Rural people are not waiting for factory jobs to come back

There was not a single mention of the return of factories in responses to this survey

Many responses focused on growing local entrepreneurship

Five times as many people mentioned a lack of available workforce than mentioned lack of jobs

## Rural community challenges aren't as poverty- and crisis-driven as you might think

While national media coverage of rural areas often focuses on towns that have suffered the loss of a major employer or industry, the least-selected choice for challenges (under 7%) was that their town had suffered "a terrible blow" such as the loss of a factory

Although rural poverty and drug problems are another common media theme, only three responses mentioned poverty, crime or drugs

## Small town business challenges are more about buildings and marketing than about loans

Although a lack of small business lending is often cited as holding back small businesses, more people cited trouble finding a usable building than trouble finding a loan, and this was also true in the 2015 survey results

It's not true that everyone knows everyone in a small town, as both top small business challenges related to marketing

## Housing shortages didn't get many mentions

Although housing is a major focus issue for governments in some rural US regions, only three responses to this survey mentioned a shortage of usable housing

## The Write-In Candidates

- When given open space to mention any other challenges, the surveyed rural people shared many additional areas where they need help.
- Help how do we counter general apathy and build a greater sense of community across the entire community?
- As more young families decide to "go rural", will the old communities welcome and open up to them? Can they help revive old or dying facilities and improve access to daily needs and necessities? How can young doctors and teachers be enticed to settling in rural areas?
- Our municipal leaders have PMS: they're Pale, Male and Stale. They are risk averse, penny-pinching and, unwittingly perhaps, make their jobs look difficult which repels young people and business owners from running for election.

• We have great ideas to help our town/county, but not the human capacity to move them forward.

• Maybe the answer is to differentiate by giving rural consumers the "old" shopping experience, BUT doing it so well that the alternatives aren't so attractive.

• How do I attract good employees for low-level jobs?

• Loss of transportation and loss of medical services in rural areas. What are alternatives?

• Demographic shifts, the creative class, "rural by choice"... finding a community niche in the business clusters that the entire region will depend upon, appropriate housing (we have affordable housing in spades)....all of these are challenges to making our communities attractive enough for new residents and to have our own millennials return home. There is no single magic bullet. There are many threads to weave.\*

• Knowing how to filter the media reports on government reports about changes in business and taxes and how it effects the shopping consumers, along with entrepreneurs who may want to start up in business. In other words...how can we prepare to change with the unknown?

• Start the talk about #BrainGain. I hated when they coined #braindrain when I was in high school. Let's talk about the influx that is coming and give more momentum to the movement. I also hate it when people talk about their communities housing problem. It is a housing opportunity to the entrepreneur that will fix it.

\*edited for brevity and clarity

## Survey Details and Recommended Action Steps for Rural Communities

More details on the survey and methodology are available at Small Biz Survival. A set of action steps for communities created in response to this survey data is also available at no cost to subscribers. <http://smallbizsurvival.com/2017survey>

Becky McCray  
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# Sustainability Outreach in the Western United States: Implications for Community Development Extension Professionals

Roslynn Brain McCann, Mark Apel and Paul Lachapelle



The International Association for Community Development (IACD) and the National Association of Community Development Extension Professionals (NACDEP) define community development as “A practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, equality, economic opportunity and social justice, through the organization, education and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings.”

This associates closely with the work of the National Network of Sustainable Living Education (NNSLE), a group of Extension-based members collaborating to enhance sustainability education and outreach in the United States. Extension, also referred to as Cooperative Extension, is a US-based system of education established at universities in all 50 states whereby faculty work in communities to ‘extend’ the resources offered at the state institution, often free or at a subsidized rate.

**In 2017, NNSLE members administered a national survey to determine what challenges, opportunities, and successes Extension educators faced in providing sustainability outreach within their respective communities across the nation.**

This article, adapted from “Western Extension and sustainability outreach: Where have we been and where do we



need to go” (Brain-McCann, Apel, & Lachapelle, 2017), presents select results as they apply to the West’s Extension programs and compare them to the rest of the nation.

## Methodology

The Sustainability Outreach in Extension: National Survey was developed with input from colleagues attending the 2016 National Extension Sustainability Summit in Portland, Oregon, the Community Development Extension Institute in Jackson Hole, Wyoming, and the NACDEP conference in Burlington, Vermont. The survey was designed in Qualtrics and emails to Extension directors in every state were administered following Dillman’s (2007) Tailored Design Method for internet surveys. This included a personalized pre-notice email, first and second survey link emails, and a final contact. Emails were drafted in an easy cut-and-paste format for directors, with the request that they send the survey to all Extension educators in their respective states. The survey was also sent to chairs of other professional Extension associations including the Association of Natural Resources Extension Professionals, National Extension Association of Family and Consumer Sciences, National Association of County Agricultural Agents, and the

National Network for Sustainable Living Education. All contacts were made during the month of January, 2017. To ensure that Extension colleagues were all working from the same understanding of sustainability and its attendant principles, the survey included this preface:

*For the purpose of this survey, sustainability is defined in accordance with the National Network for Sustainable Living Education (NNSLE): an ethic of stewardship in which our desire for fulfilling and productive lives is thoughtfully and consciously balanced with the social, economic, and environmental security of life on Earth, now and for future generations. Sustainability may have subtle differences in meaning to different people, but it boils down to some very basic concepts:*

- *Activities or practices in any given discipline are undertaken with the objective of continuing that activity indefinitely in a way that doesn’t deplete the resource(s) the activity depends upon.*
- *Sustainability takes into equal account the social, environmental, and economic consequences of every practice, so that a positive, win-win-win result is most closely approximated.*

• *Nearly every activity or practice, regardless of how small, is related in some degree to a larger issue – such as ground-water depletion or the loss of agricultural lands.*

Of the 1,693 responses received, 1,395 agreed to participate and completed at least 75% of the survey. Almost all respondents were either county/regional educators, state specialists, county directors, or regional specialists. A complete report on the national results including the survey questions asked can be found at: [https://issuu.com/usuextension/docs/national\\_needs\\_complete\\_report](https://issuu.com/usuextension/docs/national_needs_complete_report). Of the national respondents who identified their location, 21.1% (n = 252) were from the Western region. This includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

## Results – Western US vs. National

While the questions in the survey and responses attempted to capture as much information on sustainability outreach in Extension as possible, this article will focus on a few key lines of inquiry.

## What are we doing well?

When asked what topic areas their state Cooperative Extension system is currently doing a good job at addressing, while taking into account dedicated staff time, programs, curriculum development, fact sheets, etc., Western states have much in common with the national results. Seven topics were in the top 10 of both the west and nation as a whole. Those included: *Nutrition Education, Water Quality, Soil Health, Local Food Systems, Environmental Education, Increasing Youth's Interaction with Nature, and Consumer Education*. The top three selected topics were the same for both the West and the nation (*Nutrition Education, Water Quality, Soil Health*). *Nutrition Education* was the top selected topic and received almost an identical overall percentage (74.7%, n = 890 and 74%, n = 185 respectively). Three topic areas were different; Western results included *Grasslands Stewardship and Management* (4th-most selected), *Urban Agriculture* (8th-most selected), and *Forest Stewardship and Management* (9th-most selected) whereas, national results contained *Health Education* (7th-most selected), *Food Access* (9th-most selected), and *Economic Development* (10th-most selected).

## What are the emerging issues that should be addressed?

In listing the top five emerging sustainability issues for their state's respective Extension programs to address, the Western and national results contained four of the same top five topics: *Water Quality, Climate Change Impacts, Environmental Education, and Economic Development*. The top emerging sustainability issue in the national results was *Water Quality* (38.70%, n = 442) which was number three for Western states (28.81%, n = 70). The top emerging issue in the Western results was *Water Quantity* (38.68%, n = 94) which was not in the top five of the national results. The

national results included *Nutrition Education* at number five (24.17%, n = 276).

## What are the biggest challenges to educating about sustainability in Extension?

Given a pre-set list of possible challenges facing Extension educators throughout the country regarding the topic of sustainability, respondents from the West and the nation ranked the challenges virtually identically. The top five challenges Extension educators felt they faced around the topic of sustainability were:

1. Communication including maintaining a clientele base while talking about politically-charged issues, how to tie in sustainability with various clientele values, etc.;
2. Lack of community interest/competing priorities;
3. Community collaboration including having time to engage and find what is important to communities, a two-way feedback loop between an Extension office and the community;
4. Lack of professional development opportunities;
5. Overcoming institutional barriers including needing upper administrative support and the need to expand Extension's traditional role.

## Is it important to educate clientele about sustainability?

Respondents were then asked "Why do you think it is or isn't important to educate your clientele about sustainability?" There was a wide variety of open-ended responses provided by Extension educators from around the West largely supporting the idea of sustainability education. The 194 open-ended responses were coded via Python and four major themes were identified as well as supporting text to provide examples:

## Sustainability in terms of using resources

"Resources are increasingly becoming limited and negative externalities are increasingly far-reaching."

"We do not have an unlimited supply of resources so sustainability is important for reducing waste and preserving the resources we have while meeting our needs."

## Sustainability for the future

"Because we need to be sustainable so we have enough resources in the future."

"It is important for the environment and future generations."

## Sustainability to help clientele

"I feel that educating clientele about sustainability supports them in their pursuit of a high quality of life, and protects us all."

"I think it's important (to) our job, as Extension professionals, to let our clientele know their options, and associated ramifications (positive or negative) of their decisions. In other words, it's our job to help the public be life-long learners, make informed decisions, etc., which includes sustainability."

## Sustainability for economical and profitability purposes

"Resource conservation, and economic sustainability are critical to the success of farms and ranches in the West."

"I think it is important but that being said, I work with farmers and I stress the economics as the highest priority of sustainability. If your farm isn't profitable you are not sustainable."

"It is important that principles and practices that lead to more sustainable and higher quality lifestyles be taught. This content has been the centerpiece of Extension education since Extension's beginnings. However, it is important that

the effort be specific issue focused so as not to become politicized and polarizing in our communities."

## Conclusions – Where next?

Overall, educating the public on the concept of sustainability and its attendant principles as a discrete topic may be an elusive objective. However, as noted in the article "The Accidental Sustainability Agent," the principles of sustainability are already embedded in many of the education programs that Extension implements throughout the land grant university system (Apel et al., 2013). The results of the survey bear this out since Extension respondents both in the West and nationally indicated a wide range of programs and topics they felt they were currently addressing through their efforts – ranging from nutrition and health to consumer education. But, as could be expected, Extension programs in the West are also addressing grasslands stewardship (range management) as well as forest stewardship, since these are regionally-important natural resources to sustain.

When noting emerging issues that Extension should be addressing, respondents from the West chose water quantity over water quality. As climate change impacts the West's water supplies, it isn't surprising that this issue would be one that Extension educators feel they should be addressing. In fact, the University of Arizona's Water Resources Research Center (<https://wrrc.arizona.edu/>) provides research-based information to stakeholders throughout the state in the face of decreased snowmelt and declining groundwater and surface water supplies. Relatedly, Utah State University (USU) offers the Center for Water Efficient Landscaping with the mission "To promote water conservation through environmentally, socially, and economically sound landscape management practices" (<https://cwel.usu.edu/>). Also, the Utah Climate Center, collaborated recently with USU Extension to design and launch an Extension Climate Change Science Essentials online training, with an emphasis on projected droughts and water scarcity <https://extension.learn.usu.edu/browse/climate-essentials/courses/climate>. This type of programming will only increase in importance to Western community developers as climate change impacts predict hotter, drier weather.

As Western Extension professionals, many of us are focused on a specific program or discipline, such as nutrition, range management, water conservation or climate change. All of these programs embody the fundamental tenets of sustainability, i.e. consideration for the economic, social and environmental impacts that may occur as a result of our efforts.

**But, regardless of our individual programs, in the end the common thread that binds all of us is the objective of improving the lives of the West's communities through research-based information, including through the survey work presented here. In doing so, we are helping to build a more sustainable future for our clientele and their successors.**

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## Important Links

National Summary: <https://issuu.com/usuextension/docs/sustainability-in-extension-national>

National Results (Complete): [https://issuu.com/usuextension/docs/national\\_needs\\_complete\\_report](https://issuu.com/usuextension/docs/national_needs_complete_report)

State by State Summaries: <https://usu.box.com/s/7otqfjipod9mtfsrc56soxx1ddaxe3o>

National Network for Sustainable Living Education: <http://www.anrep.org/people/initiatives/nnsle/>

The information in this article was adapted from: *Western Extension and sustainability outreach: Where have we been and where do we need to go?* Western Rural Development Center: Rural Connections, Fall 2017.

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Water Quality

442 38.70%



Climate Change Impacts

373 32.66%



Environmental Education

282 24.69%



Economic Development

277 24.26%



Nutrition Education

276 24.17%



## Find us on Facebook

We want to provide you with contemporary news and information about what is happening in the world of community development on a more regular basis. Since April 2016 we have been utilizing our main Facebook Page much more, to post daily updates on events, resources and news. We have been covering news from Alaska to Mongolia, Hungary to Brazil, from the United Nations to the smallest grassroots community development agency. If you have not yet looked at the IACD Facebook Page, please do. [facebook.com/IACDglobal/](https://www.facebook.com/IACDglobal/)

# The Future of Midwest Agriculture

David Beurle

Future climate scenarios pinpoint the Upper Midwest as a globally crucial source of food, water, and energy by 2100. The region contains some of the planet's best soils, and the Great Lakes represent twenty percent of the world's fresh water.



**Midwest agriculture is in a dynamic phase. Demand for traditional agricultural commodities is increasing, and sustainably-sourced commodities and products are becoming an important market sector. Also, a new, more broadly-based agricultural “bio economy” is emerging. This builds on the strengths of current agriculture by integrating new crops for a wide range of new bio-based products. More broadly still, water and water-related services are expected to become an increasingly important economic sector, in which agriculture can participate profitably. These new and growing opportunities are affected by a range of threats, including uncertain policy, markets, and climate.**

The University of Minnesota and Future iQ are collaborating to explore the future of Midwest agriculture. Within this project, the future of Midwest agriculture is being explored through multi-sector participatory scenario-building activities with key stakeholders. In early 2017, the Future of Midwest Agriculture survey was released across the Midwest to ascertain stakeholders' views of a range of aspects impacting agriculture in the Midwest. These issues included changing long-term weather conditions and patterns, urbanization and depopulation of rural areas, automation and robotics, workforce and skills shortage, and changing consumer demands. This survey concluded at the end of 2017 and can be accessed at the Future of

Midwest Agriculture website (<https://www.research.net/r/FutureMidwestAgriculture>).

**In June 2017, The Future of Midwest Agriculture Scenarios of the Future Think Tank was held. This two day scenario planning think tank gathered the group's collective intelligence in order to explore plausible future scenarios for the future of Midwest agriculture.**

Through a facilitated process data was presented on key future trends



and emergent issues. The data was discussed at a small group level and then telescoped to the whole group level. The discussions examined the trend information, and explored *what does this mean for the future of Midwest Agriculture?*, implications, and likely consequences across sectors and markets. Presentation material was drawn from various studies and included the following topics:

- Demographics, population, and urbanization
- Macro-economics and shifting power
- Energy, food, water, and extreme weather patterns
- Food security and human health
- Technology driving change• Consumers of the future

With the background of external trends, participants identified drivers that they considered most likely to shape the future of Midwest Agriculture. The drivers were then discussed at group and workshop levels. The scope of each driver was clarified, and any similar drivers were grouped and new drivers added, until a list of twenty unique key drivers were identified.

## The key drivers shaping the future of Midwest Agriculture, as identified by the participants

1. Urbanization
2. Consolidation of the Agricultural Industry
3. Farm Bill
4. Globalization of Supply
5. Advent of Big Data
6. Political Polarization
7. Consumer Demand
8. Global Population Dynamics
9. Labor Shortage
10. Corporate Influence
11. Shifting Socioecological Values
12. Ecosystem Health
13. Extreme Weather
14. Farm Profitability
15. Water Quality and Availability
16. Innovation Financing
17. Renewable Energy / Biorefining
18. Disruptive Technology
19. Public Knowledge Creation
20. Land Access

Grouping similar drivers into two categories, clusters of drivers were identified by adding a thematic name

linking the drivers in the clusters. These themes became the basis for two axes on the scenario matrix that define four scenario spaces, with quadrants either towards or away for each driver cluster. These quadrants were used to formulate four plausible scenarios. The two axes were defined as *Resource Control and Access and Ecosystem Health and Resilience*.

The four quadrants (scenario spaces) were reviewed and discussed with the Think Tank participants. This discussion explored the drivers included in each scenario-shaping cluster, the scope of each cluster, and how they formed the axes that defined the four scenario spaces. Participants were asked to consider the main attributes of each of the quadrants and to begin to speculate about how Midwest agriculture would look in a future based on each of the quadrants.

Workshop participants were assigned to one of four groups and asked to formulate the scenario for their respective quadrant. They were asked to describe the midpoint on the overall scenario space they were allocated, providing detail on the scenario's characteristics, predicted size and nature of impact, and providing headline news for several categories at various points



in time. The groups were also asked to produce a name for the scenario.

Participants were requested to develop a scenario narrative for their quadrant to include multi-dimensional analysis of the following points and sub points:

- Food Production Systems
- Food Production
- Food Processing
- Consumers
- Environmental and Landscape
- Local and Farm Scale
- Catchment Scale
- Regional / Midwest Scale
- Community and Societal
- Small Rural Communities

- Regional Centers
- Metropolises

To conclude the creation of the scenario narratives, participants were then asked to summarize the characteristics and the size and nature of impact into Headline News for each category (Food Production Systems, Environmental and Landscape, and Community and Societal) in 2020, 2030, and 2040.

As the four plausible futures were discussed, participants were asked to select the future scenario that they expected and also the future that would represent their preferred future. Workshop participants discussed the ramifications and implications of failing to achieve the preferred future and

were given the opportunity to brainstorm ways that the future of Midwest Agriculture could go from the expected scenario of the future to the preferred one.

For more details on the Future of Midwest Agriculture project and to view the Scenarios of the Future Report, see: <http://future-iq.com/project/u-s-midwest-agriculture-scenarios-future-2016-17/>

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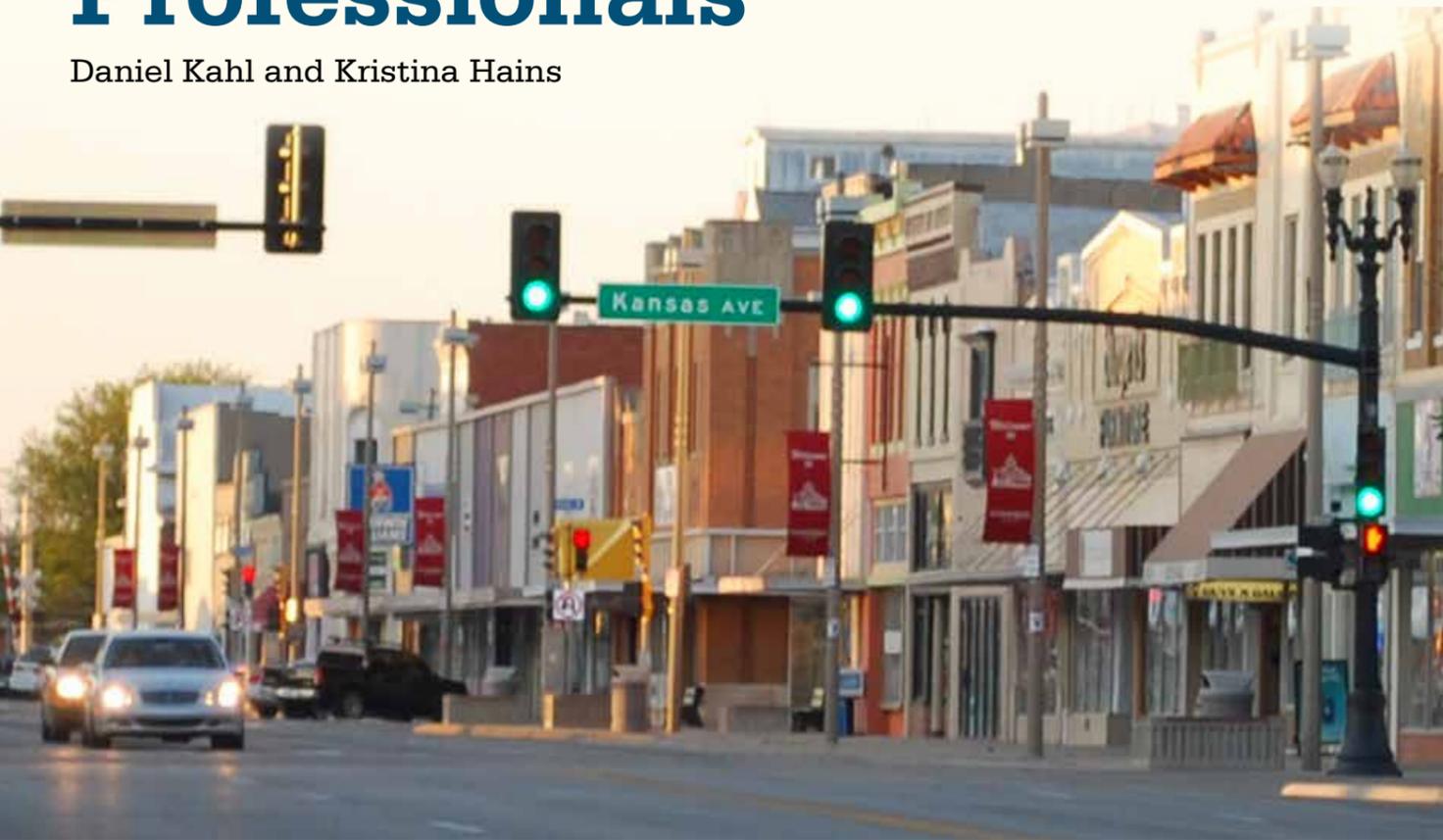
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# Exploring Our Role as Community Development Professionals

Daniel Kahl and Kristina Hains



In 2016, the International Association of Community Development embraced a definition of community development that reads:

*“Community development is a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality and social justice, through the organisation, education and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings.”*

This definition has been embraced by the Community Development Society (CDS) and was adopted by the National Association of Community Development Extension Professional (NACDEP) in 2017. In consideration of how this definition applies to their work, NACDEP added a statement to clarify the role of the Extension professional in community development which reads: “Community Resources & Economic Development

(CRED) Extension Professionals work WITH communities to support activities that encourage broad participation and result in social, environmental, and/or economic improvement as defined by the community.”

**So, this begs the question: Why did it take us until the 21st Century to define community development?**

Those engaged in community development recognize that community development processes vary given the context of the type of community and the situation, the role of the community developer and their relationship within the community, the needs and expectations of community members, community history and resources, and a myriad of other potentially relevant variables.

**In addition to the dynamics of place, a variety of specializations, i.e., civil engineers, sociologists, economists, architects, political scientists, and**

**others each bring different assumptions and priorities to the field of community development.**

## Growing our Understanding

The Community Development Society has launched an initiative to expand its focus on ways to strengthen community development processes. Working with the Community Innovation Lab, a community education and leadership initiative based off-site at the University of Kentucky, a core group of community development professionals meet monthly as a part of a Community Development Society Fellows project to explore practices and processes for strengthening community in a variety of contexts. Participants share ideas and resources with each other as a peer-mentoring team. In turn, each participant then works to apply these ideas for strengthening communities in other groups they lead or in which they are involved. Team representatives will develop and test ideas to expand community development through the following organizations: International Society for Quality of Life

Studies; Community Change Initiatives; Urban community development: student involvement (in CDS); and strengthening engagement of our CDS International community. Each group reaches a variety of audiences with varying levels of affiliation.

## What do we mean by community development?

CDS Fellows met in October of 2017 to explore the question, “What are the building blocks of community?” Recognizing that most community development work focuses on communities of place, CDS Fellows acknowledged the existence of other types of community – communities of interest and practice – within contemporary society. Community is often based on a shared identity of some type, whether that is a common place, interest, or practice. Community may be based on shared religion, culture, values, or belief systems.

**Overall, the building blocks of community are the connections that unify or bind a group of people together and establish collective agency, or the ability to participate in the identification or accomplishment of a common goal. A community development professional could use these themes of unification to strengthen the relationships within the community.**

Community development involves the processes that help the community identify

and communicate shared values in order to build on their strengths while mitigating their weaknesses. A *community developer's* role is to help a group of people identify common bonds and build relationships of trust from which the group can act. The more threads of commonality people share, the greater potential relationship connections for the community. Some commonalities can be strengthened through purposeful attention. For example, a community that has experienced significant natural events (i.e., hurricanes, fires, etc.) may build on that experience to strengthen a shared sense of empathy and resilience of the people in that community of place. Identifying shared goals or aspirations can pull a people of place together as the community acts on common interests.

CDS Fellows acknowledge that community development is not straightforward work.

**Conflicting interests or conflict between communities of belief can tear communities of place apart. Community development efforts must adhere to “promote[ing] participative democracy, sustainable development, rights, economic opportunity, equality and social justice” especially in high conflict situations.**

The Fellows also recognize that many of the communities in which people are involved are not place bound.

Communities of practice and interest are becoming much more familiar, as individuals connect through the internet and social media that transcends place. What's more, this diverse technology can facilitate or complicate peoples' involvement in community. Ultimately, the changing context and complexity of community creates ongoing opportunities for the learning and the development of effective practice.

## Moving Forward

CDS Fellows are seeking your involvement as they host discussions and explore the structure, function, and connections that define and sustain various types of community. Visit the Community Development Society website (<https://www.comm-dev.org/networking/cds-connect>) to share in the creation of knowledge, sharing of resources, and co-learning that is taking place. As a sponsor of this initiative, CDS hopes to strengthen the community of practice within the field of community development. Through this shared exercise, we anticipate that community development practitioners will gain a better understanding of community development and the roles community development practitioners can play to effectively strengthen relationships in any type of community.

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# The Context Experts

Lisa Attygalle

How to increase the authenticity of community engagement and eradicate tokenistic community engagement through the meaningful involvement of context experts.

Community engagement is now considered the rule, not the exception for any effective community change initiative. But what does it mean to do it well? For me, the biggest criteria for community engagement done well, is ensuring authenticity in the process.

Authentic community engagement is the intentional process of co-creating solutions in partnership with people who know best, through their own experiences, addressing the barriers to opportunity. Authentic community engagement is grounded in building relationships based on mutual respect that acknowledges each person's added value to developing solutions together!

This co-creation of solutions is aligned with the movement we're seeing in the field of community engagement to move away from doing for the community, and instead, doing with the community.

We see examples of this in the increased use of technologies such as participatory budgeting, in municipal community projects that require matched community resources, and process improvements that include community partnerships from the time an opportunity is conceived. We see it at a fundamental level when organizations choose to invest in developing relationships with the community rather than engaging in a transactional way.

Writer and teacher Jack Ricchiuto has summarized that there are "two things [that] make community engagement authentic: education and empowerment." Authentic engagement is about truly listening and being eager to learn from the community about the ideas they have for solving community issues or the opportunities they may see for improvement.

The flip side, inauthentic engagement, is when practitioners are "simply interested in seeing the exercise as a way to create the appearances of listening while working to convert as many attendees to their conclusions".<sup>2</sup> Inauthentic

engagement is about remaining in control; it's about tokenistic gestures.

Tokenistic community engagement is often an unfortunate outcome of community engagement that's been mandated.

If you are in a situation where community engagement is mandated, spend time figuring out your why. Why is it important to hear from the community? What wisdom and lived experience do community members have? Being intentional with the purpose of engagement will help ensure that the way you've always done it doesn't get in the way of the need for authentic engagement.

## CONTEXT EXPERTS

I first heard the terms content experts and context experts from Brenda Zimmerman at the 2015 Collective Impact Summit and they've since become staple terminology in the field of community change. Zimmerman used these terms to describe the difference between people who know a lot about the subject matter versus people who know a lot about the experience and local environment.

- **Content Experts** are professionals, staff in your organization, service providers, and leaders with formal power who have knowledge, tools, and resources to address the issue.
- **Context Experts** are people with lived experience of the situation, including children and youth. They are the people who experientially know about the issue.

Engaging context experts is a critical process in all community engagement, whether you're working on a 5-plus year collective impact initiative, ongoing municipal service improvements, or a one-time project. Similar to any community engagement effort, the engagement of context experts can be done well or done poorly. Consider the following lessons to design authentic community engagement processes in the future:

## 1 ELEVATE THE VOICE OF THE CONTEXT EXPERT

Historically, the engagement of context experts has been more akin to dipping a toe in the water rather than jumping right in. This has led to the context expert needing to become loud in order to be heard, to become his or her own primary advocate, or to shy away or feel frustrated and disengaged with the engagement process.

Your role here in designing authentic community engagement is to elevate the voice of context experts and advocate for their involvement in the work. Do this early in your planning, not when an issue arises.

## 2 PROVIDE CONTEXT EXPERTS WITH OWNERSHIP AND THE ABILITY TO SHAPE THE SOLUTION

It's important to understand the difference between buy-in and ownership.

- **Buy-In:** Someone else has developed the idea, made the decision, designed an action plan and then asks and needs the staff/citizens to approve it and/or implement it.
- **Ownership:** Front line staff/citizens develops the idea, makes the decisions, designs the action plan, and acts on it.

Buy-in can be a danger signal that tells you that your development and implementation processes are missing the essential ingredient of involving everyone who needs to be. A lot of community engagement includes the community giving feedback (and buying-in) to a proposed solution. This is an effective and appropriate engagement process in the right kind of situation – whereby the proposed solution has already been largely determined and cannot change, it's a simple problem, or there is high community agreement in how the problem should be solved.

In situations where there is significant interest in the issue or if you are trying to solve a complex problem, authentically

## QUESTIONS TO ASK TO PROMOTE AUTHENTIC ENGAGEMENT:

Who are the experts on this topic? Who wants to be involved? Who has unique skills or insights to offer regarding the engagement that cannot be garnered in any other way?

How will the influencers and connectors in the community be identified and engaged?

Which decisions are we inviting the community to engage about?

How will the process represent authentic engagement in shaping decisions?

How will engagement activities be structured for optimum community learning, dialogue and creativity?

What structures will we use to leverage as much input from and interaction among as many people as possible?

Are there important post-decision ways the community can add value to the ultimate and ongoing success of the effort?

What success indicators will be used to assess the value of the effort?

engaging context experts to provide ownership of the solution is critical.

## 3 HONOUR AND RECOGNIZE THE TIME AND TALENT OF CONTEXT EXPERTS

Are content experts being compensated for their involvement? If so, recognize the importance of the contribution of context experts equally.

An example, the Speak Now Speakers Bureau in Hamilton, Ontario partnered with context experts who had lived experience of poverty, and recognized their time and talent by providing compensation as well as in-kind payments such as bus passes that participants expressed as valuable. Speak Now required a one year commitment, which proved to be mutually beneficial as context experts could choose and agree to their level of commitment and were provided compensation for that duration.

When getting commitment from context experts, recognize that different people will contribute differently. Each person brings unique strengths, values, and expertise that comes with the diversity of their life experiences.

## 4 REMOVE BARRIERS TO PARTICIPATION

Barriers to participation include those that are physical, structural, procedural, and emotional. Consider:

- Are meeting days and times most suitable for context experts?
- Are meeting venues accessible?
- Do documentation and resources use plain language?
- Is there flexibility within your agenda?
- Have you allowed time for relationship building and story sharing?
- Have you considered the power balance within the room?

Remember the sage advice from writer and changemaker Margaret Wheatley, who wrote, "Remember, you don't fear people whose story you know." Take time to build relationships, especially when the group is going to be working together over time. It may feel slow at first to take time for relationship building, but doing this can shape the entire course of your work. Where there may have been polarized opinion, people will be more eager to listen and understand.

Similarly, allow for emergence in your agenda. Being too scripted and too strict on sticking to an agenda, especially early in your work, is not conducive to story-sharing and relationship-building.

## 5 AIM FOR TRANSFORMATIONAL EXPERIENCES, NOT TRANSACTIONAL ONES

The traditional structure of working together with context experts may look something like this: Content expert interviews context expert for input; content expert develops a draft solution; context expert responds to the draft with feedback; content expert revises solution.

Instead of working together in a transactional and iterative way, develop the process and work toward a solution more cohesively.

This includes how you establish your goals, commitment, expectations, process, and creation of a solution.

See the context expert as a contributor rather than a recipient. Don't just see them as a source of information, see them as a partner who has a stake in your work. Use an asset-based approach to figure out the strengths that each person brings and determine together how they can contribute meaningfully.

How will you change the way you engage? What can you do to increase the authenticity of your engagement? How will you elevate the voice of the context expert?

These are wonderful questions and challenges that will only make our work more effective to realize the change we want to see in the world.

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1 Definition from <http://voicesforracialjustice.org/wp-content/uploads/2014/10/VFRJ-Authentic-Community-Engagement.09.11.14.pdf>

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# Turf, Trust, Co-creation and Collective Impact

Liz Weaver

Authentic community change moves at the speed of trust. And yet, we spend so little time and focus on intentionally building trust amongst partners. This article explores the intricacies of trust, how to build it and what to do when trust is broken.

## TURF IN A TIME OF COMMUNITY CHANGE

We are facing a dilemma.

**Our cities are trying to solve increasingly complex issues, and these complex issues require us to collaborate across sectors with people that we have not collaborated with before. At the same time, levels of trust between citizens and groups in society are declining.**

One of the forces is the movement toward sameness. As citizens, we find neighbourhoods that suit our needs and avoid neighbourhoods that are different from us. We watch news that speaks to our ideology and we connect online with people that are similar to us. Instead of creating trust, this sameness creates turf. We become advocates for what we want and what we believe but are often unaware of other points of view and perspectives. In our pursuit of sameness, we have lost the ability to have empathy for, and therefore trust, the other.

**It is in this context of growing alienation and isolation, that requires community change agents to consider the connected elements of turf, trust, co-creation and collective impact, so that they can successfully work together with others to listen, understand and achieve shared outcomes.**

## THE NEUROSCIENCE OF TRUST

The connection of the brain to trust is important. Dr. David Rock and his team at the NeuroLeadership Institute

developed a model which includes five domains of human social experience using the acronym SCARF:

**Status - relative importance to others.**

**Certainty - being able to predict the future.**

**Autonomy - a sense of control over events.**

**Relatedness - a sense of safety with others, of friend rather than foe.**

**Fairness - a perception of fair exchanges between people.**

Rock's SCARF model is built on the idea that the brain treats social threats and rewards with the same intensity as physical threats. Our capacity to make decisions, solve problems or collaborate effectively is connected to our perception of the threats or rewards embedded in these processes. If we feel low levels of these five domains, we are likely to feel threatened and experience a reduced working memory, a reduced field of view and err on the side of pessimism. So, to increase trust and to effectively collaborate, we need to develop strategies that minimize threats.

## TRUST AND TIME

In the spring of 2017, the Suncor Energy Foundation convened a gathering of social innovators from the energy, social and indigenous sectors. Over three days, the participants explored the intersection points of trust and time. Building trust is relational and begins with introspection and learning to trust ourselves. Building trust takes time.

The participants at the Suncor Energy Foundation gathering identified that time is a human construct. How much or how little time we have is a decision that

**“In the development of TRIEC (Toronto Region Immigrant Employment Council) we had a number of trust building hurdles that took time to get over. You can collapse timelines on all kinds of things, but trust in relationships, particularly those with power dynamics takes time and proof. The other key element is honesty. I can recall examples where partners in the collaboration felt able to call us on actions that we were taking to say that we were creeping into their space. All of this requires both parties to be focused on the shared goal and not individual gain or organizational ego.”**

**Elizabeth McIsaac,  
President, Maytree**

each of us makes when entering into a relationship or a collaboration. The Indigenous leaders attending reminded us to consider time from a seven-generation perspective. If we had seven generations, would our perspectives on building trust change?

## PRACTICING TRUST BUILDING

How do we authentically build trust? In his book *The Speed of Trust*, Stephen M.R. Covey identifies 13 behaviours that, if practiced, will build trust and trustworthiness:

1. Talk straight
2. Demonstrate respect
3. Create transparency
4. Right wrongs
5. Show loyalty
6. Deliver results
7. Get better
8. Confront reality
9. Clarify expectations
10. Practice accountability
11. Listen first
12. Keep commitments
13. Extend trust

**In situations where trust has already been broken, we tend to look at those who disagree with us as the enemy. We walk away from situations which we feel might be too difficult to resolve.**

## So how do we deal with building trust when trust has been broken?

Charles Feltman, in *Thin Book of Trust*, provides some helpful strategies to confront distrust:

**1. Decide if you are willing** to talk to the person about the distrust by asking yourself the following questions:

- a. What might I lose by having this conversation?
- b. What will I lose by continuing to distrust this person?
- c. How will it benefit me, my team and my company to work this out

## HOW TO MANAGE FOR TRUST

In an article in the *Harvard Business Review* (January 2017), Paul Zak discussed the Neuroscience behind trust and identified management strategies that are linked to brain chemistry. Consider applying them to your collaborative processes:

- **Recognize excellence** – most effective to do this immediately after a goal is met, when it comes from peers, and when it's tangible, unexpected, personal and public
- **Induce 'challenge' stress** – focus on a difficult but achievable task – this releases neurochemicals including oxytocin and adrenocorticotropin
- **Give people discretion in how they do their work** – being trusted to figure things out is a big motivator
- **Enable job crafting** – trust employees to choose which projects they will work on but with clear expectations
- **Share information broadly** – the uncertainty about the company's direction leads to chronic stress, which inhibits the release of oxytocin and undermines teamwork
- **Intentionally build relationships** – when people intentionally build social ties, their performance improves
- **Facilitate whole person growth** – set clear goals, but give employees autonomy to reach them and provide consistent feedback
- **Show vulnerability** – ask for help from colleagues instead of just telling them what to do

so I can trust this person?

**2. Identify the areas(s)** you are concerned with: sincerity, reliability, competence, care

**3. Define the standard** you are using: The point of this step is to realize that the other person may well have different standards than you. If this is so, then you can focus your conversation to arrive at a shared understanding.

**4. Identify the specific actions or behaviours** that have led to your

assessment of distrust: This is a critical step. Telling the person specifically what they do and/or say (or don't do or say) that you interpret as untrustworthy can help them understand how to rebuild trust with you.

**5. Determine what you need from them in order for them to regain your trust:** What can they do that will address your concerns and reassure you that you can begin or resume trusting them? Think it through from the other person's perspective. Is this something they have

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the capacity to do? Can they do it in the context of their work environment? How can you help them regain your trust?

**6. Ask the other person** if he/she would be willing to have a conversation with you about something that concerns you. Agree on a time and place that are mutually convenient and private. Avoid blindsiding them by bringing this up as part of a conversation about something else. You want the other person to be thoughtful, and open to listening to your concern and not defensive.

*The Thin Book of Trust*, page 49.

These strategies are simple and powerful. They move from self-reflection and assessment to identifying the specific actions and behaviours needed to resolve the situation of broken trust.

### THE PATH FORWARD: FROM TURF TO TRUST TO CO-CREATION AND COLLECTIVE IMPACT

If we want to co-create better futures for our cities, we must embed a lens of trust into our collaborative efforts. Ignoring

the importance of building trust across people, organizations and systems is to our detriment.

Adam Kahane describes a strategy for dealing with co-creating futures called 'stretch collaboration'. Stretch collaboration is about abandoning the illusion of control. It's also about embracing, and not trying to manage, the complexity of the context in which we are working. In co-creating futures and in collective impact efforts, embracing these shifts allows leaders to leverage new opportunities that may emerge through working together.

The path forward from turf to trust to co-creation and collective impact is daunting. Our cities and communities have set up so many barriers, both physical and emotional. This path can only be walked 'at the speed of trust'. It takes time. It takes skills. It takes the creation of safe spaces. It needs to be rooted in our current reality. Perhaps most importantly, it takes our personal commitment.

**Are you up for the challenge?**

**Liz Weaver, Vice President and Director of Operations, Tamarack Institute e. liz@tamarackcommunity.ca**

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# Join CDS!

## WHAT IS THE COMMUNITY DEVELOPMENT SOCIETY (CDS)?

CDS is an advocate for excellence in the profession of community development and for the importance of community in society.

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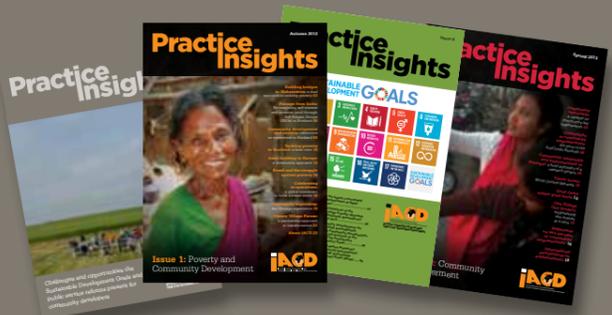
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# The Principle of Well-being as a Development Alternative for Andean Rural Communities

Ursula Harman



In 2017 IACD partnered with REDAR Perú and CONDESAN and the Pueblo Likanantay de San Pedro de Atacama de Chile, to offer a Practice Exchange programme to South America. From October 12 to October 15, San Pedro de Atacama, Chile received more than one hundred guests from Ecuador, Peru, Bolivia, Mexico, Colombia, and Nigeria at a Practice Exchange with the aim of learning about the *principle of well-being (Sumaq Kawsay in Quechua)*.

**Although there is no record of when exactly the concept of well-being emerged, there is a consensus that the concept was initially used during the decade of the 1990's by indigenous movements from Ecuador and Bolivia to define an alternative to the capitalist development paradigm.**

*Sumaq Kawsay* (SK) arises as a community-type paradigm based on the principles of complementarity, reciprocity, relatedness, and correspondence. Under the SK philosophy of life, spirituality is expressed in a harmonic relationship with mother nature, in which nature is no longer a productive resource. In practice, this sacred connection has derived in the recognition of nature's own rights. A related interesting fact is that the Constitution of the Republic of Ecuador was the first constitution in the world to legally recognize the rights of nature,

followed by its inclusion in the Constitution of the Plurinational State of Bolivia in 2009.

However, SK in Andean and Amazonian communities is being challenged by the struggle between traditional values loss versus material accumulation and individualism; globalization and neoliberal policies that promotes the misuse of the soil; concentration of land in a few hands; privatization and pollution of water because of urban growth; and extractive activities, such as mining. In this context, communities are making efforts to adapt and integrate

themselves into the global economy at the expense of the transformation of cultural patterns. According to Dr Sonia Salas, president of the Rural Agribusiness Network of PERU (REDAR PERU) and co-founder of these Andean programmes, the various Andean meetings over the last 8 years have recognised the importance of the ancient knowledge and practices of SK communities in food sovereignty, cultural identity protection, and soil and water management. This year's Andean programme put the crisis and sovereignty of water in the foreground.

The programme began with a water ceremony, which consisted of offering the water as a source of life and a living being. The water was brought from rivers of Peru, Bolivia, and San Pedro de Atacama to purify the location and to bond all the participants through its energy. Then, the programme included the participation of experts and, most importantly, the exchange of experiences in working groups among representatives of seven different countries.

This provided for the analysis and discussion of four interrelated topics about water management: (1) the effects of climate change; (2) the current regulations on land and water ownership when dealing with the mining industry; (3) the encounter of ancestral and modern knowledge; and (4) ancestral and current practices of SK in water harvesting.

The last day included a field trip to the community of Socaire, which helped those gathered to better understand these topics. While taking a beautiful walk at Salar of Aguas Calientes, Socaire local leaders talked about their struggle to reclaim Aguas Calientes' land ownership in order to protect it from the irresponsible tourism and mining industries. The field trip finished with an explanation by the president of the community and an expert of how their



water management practices are a way to live and maintain their culture and community values.

**Every year on October 24, Socaire celebrates The Day of the Water. The festivity brings together more than 200 people, beginning with songs in their local language, Kunsu, to thank mother nature. Then, communal work is organised to clean the water channels in relation to the number of acres of each family (if a family has 5 acres, they have to clean 5 meters of the water channel).**

Throughout these four days of sharing and discussing, the Andean programme generated important conclusions. The main one corresponded to the concept of water as a right - so the protection of life itself. Because water is life, its commercialization contributes to the loss of identity and rejects the SK logic of reciprocity and complementarity. The negative effects of climate change and

extractive activities put forward the need to leverage the practice of well-being into anti-colonial and inclusive policies that favour the communal use of water, the institutionalisation of the SK values and the development of innovations that combines the ancestral knowledge with modern technologies. This is why the Andean Network was established - to raise awareness and disseminate at a political level the principle of well-being as a development alternative for Andean rural communities. Although there is still a lot to do at a broader level, the impact of the Andean Network in the community is impressive.

**The organization of the Andean meetings is based on the principles of solidarity and reciprocity of the Andean Network. Therefore, the success of each event depends entirely of the social capital of the host community.**

The families of the community of Lickanantay from San Pedro de Atacama opened their homes to receive the participants from various countries, local organisations provided food for the four days of the event, the women and children provided hand-woven bags and clay plates as souvenirs for all the participants, and the municipality of San Pedro de Atacama supported the event and provided the buses for the field trip. When talking to the members of the organisation committee of San Pedro de Atacama, they were so proud of this accomplishment and the collaboration from their peers. With no precedents of such cooperation and teamwork, there is no doubt that San Pedro de Atacama is a stronger and inspired community.

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# This City found a way to get everyone involved in urban planning

Ellen Shepard

Urban planning has historically perpetuated inequality and injustice. But this city may have found a solution. When Monica Palmquist moved to Cortez, Colorado, in 2010, she was shocked to find that the Hispanic population in a town with a Spanish name had almost no presence in the community's civic life.

**Born in Mexico, Palmquist had spent most of her life in the United States, in cities where the Hispanic community was visible and active. In Cortez, where she worked as a community organizer, they were rarely ever seen. "We were called 'The Invisible Community,'" Palmquist says. "We don't get ourselves into trouble. We don't make noise." Palmquist had taken it upon herself to go door to door to organize the Hispanic community, and the doors literally did not open.**

The community has a long history of distrusting public officials, and Palmquist's status as a fellow Mexican American did not outweigh the perception that she was an outsider. Palmquist wasn't the only person to notice the disconnect. Cortez is a diverse, working-class city of 8,500 tucked into the San Juan Mountains, but when city officials started a comprehensive planning effort in 2007, turnout was dismal.

The city used the usual community engagement process says Kirsten Sackett, who was Cortez' director of planning and building until 2015. They held multiple meetings to gather input, promoted them with ads and posters throughout town, and hoped that people would show up.

They didn't. Groups that were significant portions of the population—including Hispanic, Native American, youth, and people living in poverty—were almost completely absent. The plan that would provide a road map for Cortez' future didn't include the voices of most of its people, Sackett says. As a result, the comprehensive plan didn't lead to improvements in some of the city's most intractable issues, including youth engagement, economic improvement,

and the isolation of the town's populations.

**Cortez's example is in keeping with the history of urban planning, where exclusion from participation perpetuates inequality and injustice.**

Multiple examples over time show that marginalized communities can experience rent increases, displacement, or the siting of undesirable facilities such as power plants and highways in their neighborhoods. In 2011, Sackett applied to have Cortez take part in a pilot program run by the Orton Family Foundation called Community Heart & Soul. The program shifts the emphasis of planning from stakeholders—typically people with power, influence, and money—to everyone.

Community Heart & Soul harnesses residents' passion about their community by pursuing participation from all of the voices and providing people with the tools to be equal partners in determining their future. In the process, it builds strong relationships, engaged leadership, and deep hometown pride.

**The model has proven successful and has now been taken up by dozens of communities across the United States.**

Community Heart & Soul is based on the idea that if people discover together what they are most passionate about preserving and building, they will rally around that shared vision and proactively build their community's future. Where the prevailing ethic for community engagement has been that if people don't care enough to show up,

they don't deserve a voice in the process, with Community Heart & Soul, organizers are accountable for engaging people in ways that are meaningful to them.

"The notion of apathy doesn't exist," says Alece Montez, the director of programs for the foundation. "If you don't have people responding, you didn't reach them in a way that resonates with them." If you don't know how to engage people, you go ask them, she says.

**The Community Heart & Soul process begins with creating a profile of who lives and works in the community, identifying people who are traditionally excluded from civic participation, such as homeless, school-age youth, and non-English speaking populations.**

Organizers then find "community networks," formal and informal groups of people who associate with each other, such as social clubs and sports teams. It's critical that relationships are established with "connectors," people within those networks who are trusted and can act as advisers and communicators back to the larger community.

The final step is to implement communication and engagement opportunities for each network. Rather than expecting network members to come to meetings, where they may face barriers of language, comfort, convenience, and timing, organizers ask, "How can we engage and listen to them where they are, in ways that are meaningful to them?" This turns the "town hall



meeting" concept on its head. There are no expert presenters and no audience. Instead, organizers employ deep listening, using practices that engage people joyfully and creatively in their own setting.

In Cortez, Palmquist began attending dozens of local church services in majority Hispanic neighborhoods, getting to know the clergy and parishioners. Slowly she learned that the community wanted to be involved, but they wanted to do it on their own terms and on their own turf.

The result was the Cortez' first-ever *Dieciséis de Septiembre*, Mexican Independence Day celebration. The Heart & Soul team funded the event, but the community created it, with their own potluck food and music, in a predominantly Hispanic neighborhood.

City officials attended, including the city manager, city council members, and the police chief, who was out of uniform at the community's request. Parent-teacher meetings were held, a help for those parents who couldn't get to their children's schools during working hours. The primary language of the event was Spanish, with English interpreters provided for those who needed them.

More engagement efforts followed, including block parties, recording sessions that documented residents' stories of living in Cortez, and a "Good, Bad, and Ugly" campaign that invited residents to take photos of the best and worst of the city and share them at a local art gallery. Sackett and other organizers distilled the data to create a values statement that incorporated the common themes.

As a result of the process, the city council invested \$600,000 to overhaul its land use code and bring it into alignment with the town's values.

To promote the value of diversity and cultural heritage, they created a beautification plan that included asking the local Ute Mountain Ute tribe to design the gateway sign where the state highway led into town. It was the first time that officials and the tribe had collaborated closely.

**Also, a new youth board proposed allowing kids to paint the town's drab skate park, resulting in a dramatic drop in graffiti not only in the park, but throughout the entire town.**

Palmquist says that organizing efforts in Hispanic neighborhoods used to be all her responsibility. Now she has stepped back, and a diverse array of people is taking ownership of projects.

It took Cortez two years to engage everyone thoroughly, says Shane Hale, Cortez city manager. In the end, they found that the voluminous data boiled down to a handful of common themes around which the town could build their future.

"I'm glad that we went through the process," Hale says. "The city is better for going through it, and we understand better ways to engage our public."

Sackett now embeds Community Heart and Soul into all of her efforts as a planner. "Community Heart and Soul is long-range planning done the right way," she says.

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*Ellen Shepard wrote this article originally for YES! Magazine. YES! Magazine, 284 Madrona Way NE, Ste 116, Bainbridge Island, WA 98110-2870 800/937-4451*

# Small Town Re-Invents Itself After Twin Tornado Devastation

Kurt Mantonya and Milan Wall

On June 16, 2014, twin tornadoes destroyed nearly three-fourths of the small town of Pilger, Nebraska (pop. 352), leaving a desolate landscape where tree-lined streets, residences, and businesses once stood.



One of the community's two churches was destroyed, as was a Middle School serving the combined Wisner-Pilger school district with the community of Wisner (pop. 1,200), seven miles away. The unusual dual twisters made national news, and offers of emergency assistance began pouring in from around the country.

**There was very little time to ponder the question, "Why did this happen to our community?," nor was there any "Woe is me" attitude. Instead, Pilger residents along with their neighbors in Wisner and Stanton County, rolled up their sleeves and started the recovery and rebuilding process.**

Once the severely damaged buildings and landscaping had been bulldozed and moved aside, the 200 or so residents who remained and those wanting to return began wondering what their town could look like in the future. No one seriously considered the possibility of abandoning what was left of the community.

In late August, the Heartland Center for Leadership Development received a call for help from Pilger community leaders. The call came from the president of Midwest Bank, a family-owned chain of banks in eight Nebraska communities, ranging from tiny Pilger to the capital city of Lincoln (pop. 250,000). Now in its fourth generation of bank ownership, the Cooper family had retained the original bank in Pilger as the chain's headquarters.

Soon after the massive devastation that leveled the main bank building, the owners announced that they intended to rebuild. The Co-Op followed suit, and the volunteer fire department said it would replace its building, which was also destroyed. By early September, the city clerk and her husband had replaced their home with a brand new one, and other homeowners were looking into the options to replace or restore their residences.

The Midwest Bank president explained a critical question facing the community in this way: "If we are going to rebuild our bank in Pilger or a resident wants to rebuild their home, we need to know where the streets are going to be!" With the help of a longtime northeast Nebraska leader and recently retired

director of economic development for Northeast Community College, the bank president reached out to the Heartland Center for Leadership Development. Heartland Center staff immediately contacted other resources such as the University of Nebraska Rural Futures Institute to rally partners for a community re-visioning process.

The Rural Futures Institute (RFI) is a University of Nebraska commitment to make the resources of the university's five campuses available to help rural communities develop and implement the kinds of strategies that they themselves find useful to grow or maintain their communities and regions. RFI already is having an impact beyond Nebraska, with projects engaging colleges and universities in six states, impacting viability in 70 communities.

What the Heartland Center, RFI and additional partners that comprised a Pilger "re-invention" team accomplished (in two years) is considerable:

- Catalyze leadership from Pilger and surrounding communities
- Connect the community with a variety of regional, state and federal resources
- Engage high school youth in activities envisioning the community as they'd like to see it in the future
- Bring together residents and resource agencies to focus on key priorities for the community's redevelopment
- Help provide hope for people whose lives and, in some cases livelihoods, were severely interrupted by a natural disaster

**All totaled, 18,000 volunteers from every state in the union ended up helping the community through the first few days and on through the next several months.**

Famed 90's Poison front man and TV personality Bret Michaels, who was on tour in the area, donated his time as well as his band to the recovery efforts. Government agencies, both state and federal, provided additional sources of human capital and included Nebraska Emergency Management Agency (NEMA), the Federal Emergency Management Agency (FEMA), the Northeast Recovery Team, and local resources such as the Salvation Army, local fire departments, and others. Additional collaborations included:

- Statewide collaboration with the Nebraska Chapter of the American Planning Association to help the community update its Comprehensive Plan (all planners involved donated their time)
- Collaboration with Greensburg, Kansas, which, in 2007, faced a similar circumstance when an F-5 tornado leveled their community; Mayor Bob Dixson was invited to speak to the folks from Pilger and the surrounding area
- Creighton Prep (Omaha) sent 30 high school students to help with recovery efforts

## Heartland Center Efforts

The Heartland Center, in collaboration with those partners mentioned above, helped the citizens of Pilger come together to think about the future of their town. Dozens of area residents attended a series of community meetings.

A preliminary meeting of community leaders in early September 2014 brought together 70 people to begin a visioning and strategic planning process known as "Reinvent Pilger." In late September, 150 people gathered at a Pilger community town hall meeting at the city auditorium in Wisner.

**They established eight task forces, comprised of community residents, who developed strategic action plans to help reinvent their community.**

Those task forces were organized around these topics: Community Center; School/Pre-School; Sustainability/Trees; Bar/Restaurant/Coffee Shop; Recreation; Communications; Community Clean-Up; and People Attraction/Branding. Each task force identified an initial focus for its attention and named two co-chairs. The Heartland Center facilitated monthly check-in calls with the leadership team and other partners to include updates from the Village Clerk and the task forces, as well as agenda-setting for town hall meetings and other events.

Follow-up town hall meetings were held in 2015 and 2016, at which time the strategic plan was completed, as well as a parallel yet integrated land use planning process that the community undertook with the assistance of students and faculty from the University of Nebraska-Lincoln College of Architecture. The Heartland Center published a periodic electronic newsletter for everyone who attended



# Creating an inclusive community vision: Hilton Head Island, South Carolina

David Beurle

Hilton Head Island is located on the east coast of the United States and maintains a local population of approximately 40,000. Uniquely, this population increases to 2 million over the course of the year with the influx of tourists and temporary residents.



one of the community meetings plus resource agency representatives or anyone else who asked to join the list. The Rural Futures Institute produced a short video documenting the process and outcomes of the town hall meeting in late September 2014, and that video received widespread distribution to regional media outlets.

In 2015 LaRayne Topp, a local newspaper reporter and author who lives in the area, published *"Eighty-One Seconds: The Attack and Aftermath as Tornadoes Hit Pilger, Stanton, Wakefield and Wisner, Nebraska."* Topp's oral history documents 200 first-hand interviews with residents as well as those who helped in rescue.

Prior to the tornadoes, Pilger, like many small towns, struggled financially. With a dwindling population and aged housing, tax revenue continued to decline. The community was laden with debt from USDA for infrastructure improvements such as a new sewer system. Street maintenance and a swimming pool bond as well as general operating expenditures further put a burden on Pilger's coffers.

But there was hope. Midwest Bank was the first to say that they would re-build, but with the upcoming harvest, the Co-Op was the first to break ground and had bins available for storage by corn and soybean harvest that fall. They also completed their ancillary buildings such as fertilizer storage, multi-suite office space and repair shop. Midwest Bank completed its new construction in June 2016. A convenience store known as "Pilger Pride" also opened its doors in June 2016 as well. Although 70 houses were razed, many of these in dilapidated condition, they were replaced with 15 new houses, whose tax value exceeded that of the houses destroyed.

The community center was completed after a capital campaign to raise \$2.5 million for construction and an operating endowment. This 8,800 square foot facility serves as the community's new focal point. In addition to conference facilities, a fitness center, commercial grade kitchen and senior center, this facility has the capability to provide education benefits to the Pilger community and the larger area with a variety of programming, such as preschool and early childhood classes, adult education opportunities, online

programming, and entrepreneurial activities.

As devastating as the twin tornadoes were to Pilger, the storm literally created a "clean slate" upon which to envision a new future with the infrastructure and amenities needed to draw new residents.

Pilger's location enjoys two specific advantages: First, its close proximity to three larger trade center communities and, second, a beautiful river and several lakes, providing a variety of recreational opportunities. A third and closely tied advantage is Pilger's reputation as a family friendly and safe community for rearing children. These advantages, coupled with the resiliency of the citizens of Pilger, will ensure that Pilger will not only survive, but flourish for a long time to come.

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**Steeped in history, the Island is renowned for its character and cultural heritage, beautiful natural resources, sporting events, and southern hospitality. The central issue for Hilton Head Island is how to sustain its economic system as it transitions from a successful growth phase to relative maturity while preserving natural settings, a fragile economy, amenities, and infrastructure that will continue to attract and retain retirees and tourists.**

Hilton Head Island engaged Future iQ to assist in the development of a new Community Vision that would build on significant previous plans and efforts leading up to the project. The visioning process was entitled *Hilton Head Island - Our Future* and involved extensive community and stakeholder engagement and a scenario-based planning methodology that incorporated local aspirations, values, and citizen desires for the future. The visioning process will conclude in early 2018 having developed a clear strategic road map for

implementation that will be inclusive of all community members and provide for sensitive redevelopment of the Islands many assets.

**The key issues which have been highlighted throughout the process and which contributed to the construction of plausible futures for the Island, were issues that are seen across many urban and rural communities in North America.**

An aging population, youth outmigration, workforce and skills shortage, sustainable tourism, and climate change were all issues that were reiterated throughout the different phases of this visioning process.

A community survey was released at the beginning of the visioning project, and has been running concurrently with the

other stages of the project. It drew out the key issues that are facing Hilton Head Island and informed the engagement phases of the project.

The Hilton Head Island - Our Future Think Tank workshop was conducted in June 2017, and involved 150 stakeholders who represented a cross-section of the island. Participants included various representatives from organizations, institutions, age groups, and locations. The participants took a deep-dive into the future, examining important emerging trends and crafting a range of possible future scenarios for the Island's next 20-40 years.

**The Think Tank explored how the Island would change over time, depending on how a few major themes played out.**

For example, they considered what might happen if we focus on protecting

traditional strengths versus modernizing and revitalizing; or if we remain a destination community versus working to become an inclusive multi-generational community.

From the microcosm of the Think Tank environment, the visioning process moved out in the next phase of engagement into the wider Hilton Head Island community. For the overall Hilton Head Island - Our Future visioning process to be successful, it was essential for there to be broad engagement across Hilton Head Island. Citizens from across Hilton Head Island were invited to attend 20-30 workshops that were held in September and October 2017.

The Think Tank workshop group was invited to reconvene at the end of 2017,

to work further on the Visioning process. This will be followed by additional focus group sessions with community members to further validate the engagement process results and reports. Information will be gathered from the collection of all reports, engagement results, and analyses in order to generate an initiative and priority project matrix. This matrix will provide the basis for the Implementation Action Plan to be presented as part of the final Strategic Roadmap.

The Implementation Action Plan will recommend an immediate course of action to implement the Community Vision, and will provide 3-year and 5-year goals, including achievable milestones to facilitate program creation. There will be a compilation of the Implementation

Action Plan with all reports and results of research, engagement, and analysis into an initial draft of the 3-year and 5-year Strategic Roadmap. The Roadmap will identify:

- Community Vision
- Goals & Objectives
- Strategies & Tactics
- Implementation Measures
- Anticipated Outcomes

For more details on the Hilton Head Island - Our Future project see <http://lab.future-iq.com/hhiourfuture/>

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# Ripple Effects Mapping: Collecting Impacts in an Engaging and Participatory Way

By Debra Hansen, Rebecca Sero and Lorie Higgins

Can you imagine conducting a complex project evaluation that is engaging and builds enthusiasm for participants where you - the project director or evaluator - also gather useful and informative data? Evaluating any type of collective long-term or complex community work can be challenging.

**Participating in a Ripple Effects Mapping is exciting and interactive for participants, while also providing rich, qualitative data and information about program outcomes.**



Groups often want to take photographs to celebrate the successes they have identified through the mapping exercise.

The process is a collaborative and cost-effective method for communities and groups to identify outcomes as a result of a program or project.

## Why use this method?

Ripple Effects Mapping (REM) is a creative, participatory evaluation technique to discover *intended* and *unintended* outcomes of your work (Chazdon, Emery, Hansen, Higgins, & Sero, 2017). It is a useful tool to use when total program impact is difficult to conceptualize and measure with other evaluation methods.

It can also be used in mixed methods evaluation strategies, as it can complement and ground truth quantitative methods. With information gathered during a REM session, you can share the information with funders, partners, and decision makers (Kalambokidis, Hinz & Chazdon, 2015). The flexibility of the tool enables you to conduct a Ripple Effects Mapping mid-program (formative) and/or post-program (summative). Additional benefits include:

- A participatory and appreciative approach that engages stakeholders;
- Group validation of results;

- Activities connected to a larger purpose for participants to see emerging patterns and trends;

- An opportunity for reflection, growth and celebration; participants are often more positive and hopeful when they see what they have accomplished;

- Adaptable to a wide-range of ages, cultures, communities and content areas and;

- A good starting point for strategic planning.

Ripple Effects Mapping (REM) is a multi-step process used to engage participants in an evaluation. It starts with Appreciative Inquiry questions to guide participants in telling their stories of success to one other person (Hammond, 2013). A facilitator then brings the group back together in a focus group setting and writes these accomplishments on a large piece of paper. Through the use of a mind-mapping technique, partnerships, unique contributions and outcomes start visually appearing in front of the group (Buzan, 2013). These stories then build on each other as participants interact

and add details, insights and interconnections.

## Why does it work?

Currently, there are three approaches to Ripple Effects Mapping, and are described in the Field Guide to *Ripple Effects Mapping* (Chazdon, et al, 2017). This allows for flexibility and creativity in using the tool for your project. All three approaches use these four core elements:

1. Appreciative Inquiry: helps to focus participants on program successes by having them spend time discussing several guiding questions in pairs before creating the ripple map. Brainstorming success stories in pairs elicits a multitude of outcomes and allows everyone time to reflect on program activities. (Emery, Higgins, Chazdon, & Hansen, 2015).
2. A participatory approach: all stakeholders from the program (providers, partners, beneficiaries, and any other interested parties) are invited to be actively involved.
3. Interactive group interviewing and reflections.

## Join a global network



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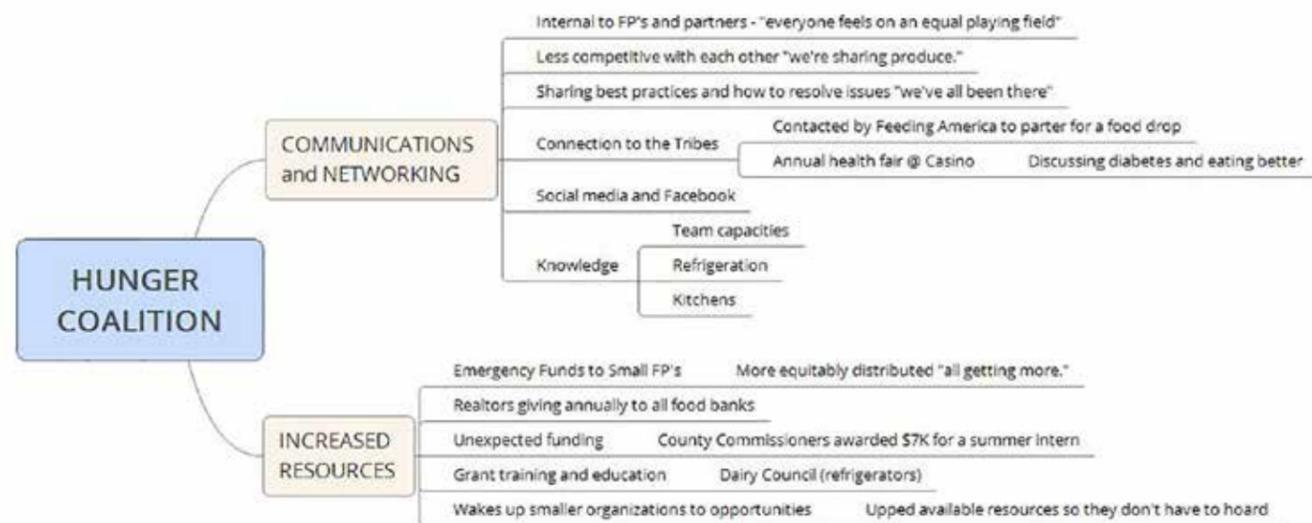


Figure 1: Putting the data into a digitized format in Step 3 allows you to organize, add quotes and print the image.

Lake City Leadership Program	Social	Cultural	Human	Political	Financial	Built	Natural
Community Newsletter Established	M						
Participants Elected to Local Government				M			
New Connections to Outside Orgs. & Resources	M			M			
Started Community Foundation (received training, then funded city park updates with landscaping, gazebo and community center)	M	L	S		L	L	L
Learned About Poverty		S	S				
More Health-Conscious Community (Clubs and Events plus new walking/biking paths)		L				L	L
Training in Business Skills			S		M		
Community Focus on the Arts (built arts center)		L				L	
Increased Opportunities for Interaction (Events)	M						
Teamwork Ethic / Culture of Partnerships		L					
Ongoing Opportunities for Community Participation (Volunteer Falls City Program)	L	L	M				
Youth Council Creates Leadership Pipeline			M	L			

Figure 2: An example of coded data using the Community Capitals Framework.

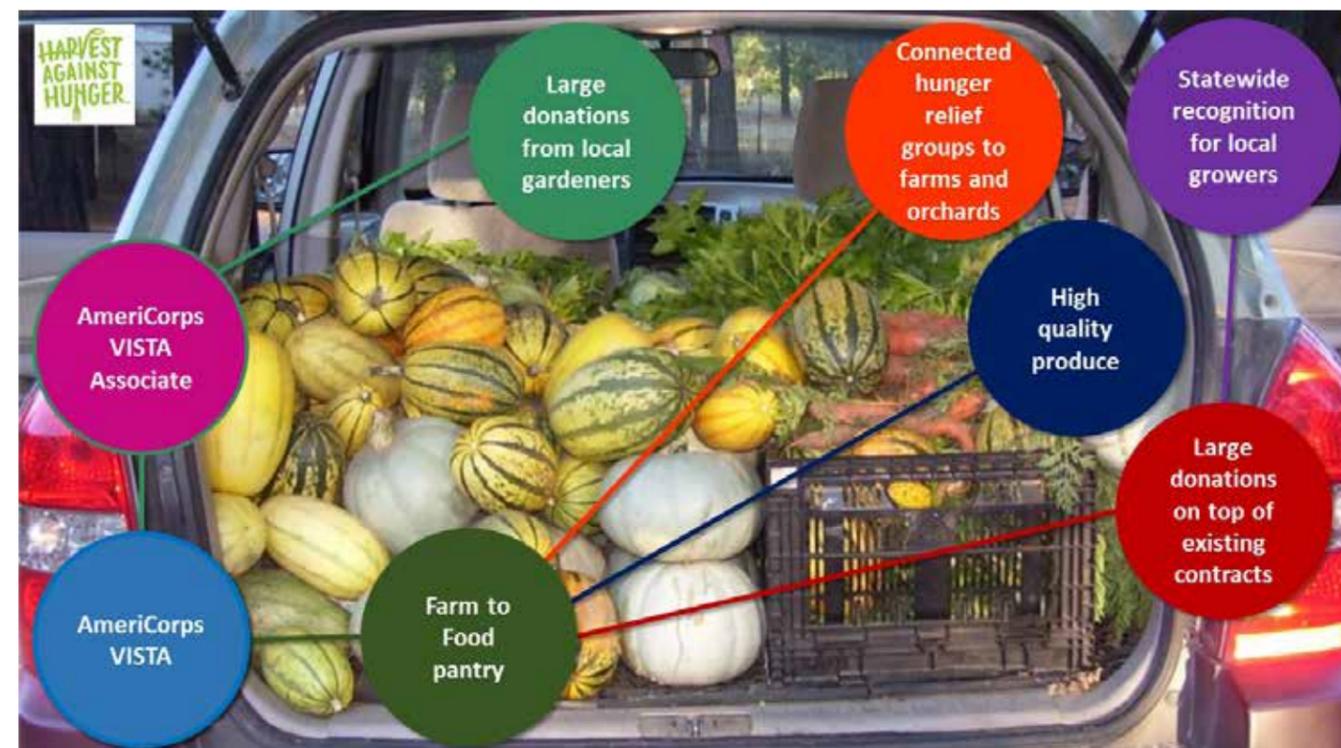


Figure 3: As discussed in Step 4, there are many unique ways to present the data to stakeholders

4. Radiant thinking (mind mapping) is an interactive way to visually show the chain of events resulting from a program.

**Where is it appropriate to use?**

Ripple Effects Mapping can be conducted with a variety of groups and constituents and has been used with coalitions, arts groups, community groups and agencies. Because REM is very interactive and low cost, it is easy for participants of all ages and for both small and large organizations with a range of resources and abilities. According to Gloria Flora, Director of the Northeast Washington Forestry Coalition, "We found the Ripple Effects Mapping fit our evaluation needs perfectly! We brought together diverse participants from a complex regional pilot project and, in a short amount of time, gained a comprehensive overview and a plethora of rich details. We learned specifics well beyond what our standard surveys would reveal."

**Ripple Effects Mapping: In-depth Rippling Steps**

The following sections provide the critical steps involved in conducting an In-depth Ripple Effects Mapping.

**Step 1: Appreciative Inquiry conversations**

Appreciative Inquiry (positive-framed) conversations guide participants in

telling their stories of success in pairs using the following types of questions:

**As a result of participating in this program...**

- What action steps have you taken?
- What changes are you most proud of?
- Have you shared your knowledge with others?

**Step 2: Ripple Effects Mapping on the wall**

In a focus group setting, a facilitator writes these accomplishments on a large piece of paper. These stories build on each other as participants interact and add details, insights and interconnections. Using a mind-mapping technique, partnerships, unique contributions and outcomes start visually appearing in front of the group. The display of program results reveals multiple ripples and clusters of positive feedback to program members and leaders.

**Step 3: Digitizing to software: Print for sharing and organize for coding**

Mapping data is digitized into software (we use Xmind.net) and can show expanded clusters of activity - demonstrating to participants where their passion and activity was most apparent. This can be a topic of

discussion when presenting the results back to participants. The map can be shared in a pdf format with participants, funders, partners or other stakeholders.

**Step 4: Export and code the qualitative data**

You can export data from the mind-mapping software into a spreadsheet, and code it to a framework that best fits the group's activities and impact. Shown here is short, medium and long-term impacts, using the Community Capitals Framework which identifies the assets within a community (Flora, Emery, Fey and Bregendahl, n.d.).

**What can you do with the information?**

**One of the most powerful aspects of using Ripple Effects Mapping as an evaluation tool is that it enables you to gather detailed stories from a group or program.**

As you report your findings to funders, program participants, and other stakeholders, it is highly recommended that you take advantage of this rich and comprehensive data.

**Conclusion**

At its core, Ripple Effects Mapping is a community-focused participatory



Paired Appreciative Inquiry conversations in Step 1 allow individuals to share their stories.



Seeing each story come to life as a ripple in Step 2 creates excitement about their work.

evaluation method. As a result, community, coalition, and/or group members are at the center of the evaluation. REM allows these critical players to be engaged in learning about and understanding the issues within their communities and the impact of group efforts on those issues. One primary intent of REM is to better understand the positive impact of work happening within the community, using the participants' own voices. Often, a secondary goal is to help the participants determine their strategic plans and goals for the future, allowing the group to decide its own path. This

enables those gathered at the REM session to have an influential voice within their own community and, therefore, to be able to work toward improving their community using a path of their own choosing. Participants are better equipped to be change agents, because REM demonstrates the systemic connections between arenas of activity.

Measuring condition change is challenging for community and economic development programming efforts, especially those programs that are complex, evolving, and have broad public participation. Often, community

development work is foundational and focuses on building relationships and various local capacities. Additionally, because community and economic development projects and programs generally take a long time to realize community change, it often saps the energy of the people engaged in the work. Due to its energizing nature, participants leave a REM session feeling both empowered and vital, as well as prepared to continue the hard work of transforming their communities. And just as importantly, Ripple Effects Mapping also offers community development professionals an evaluation technique that can be used as part of a broader evaluation process to help address and answer the complex questions of how communities are impacted by this work.

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- Find out more about Ripple Effects Mapping at WSU Extension's Project & Program Evaluation: <http://ppe.cw.wsu.edu/>

# Building Community Development Capacity Through Education Programs for Local Government Officials

Blake Christensen

Local government officials are in a unique position to make decisions for and work to improve the quality of life in their communities.



**When community development practitioners partner with local officials, particularly officials well-versed in leadership and planning principles, they can make an incredible difference in the communities they serve.**

Yet what if, despite great intentions, these local government officials lack the education and skills they need to effectively partner on community development programs? What if these leaders exhibit poor leadership skills or have no planning experience? Can this hurdle be overcome?

Absolutely.

Some local officials may come to their

position without previously developing leadership and other essential skills. It is, however, never too late to begin adopting practical leadership behaviors that will inspire and motivate others. It is never too late to begin acting in ways that move needed projects toward completion. It is never too late to become a true leader, someone that others willingly follow.

Now how do we encourage that process to happen? How can community development practitioners build practical skills in their local government officials? How can practitioners not just find great leaders to partner with, but also build the leadership skills of the officials they already work with?

By creating and offering high-impact, high-value education programs that include leadership development.

In many rural communities, community development is equated with a single strategy, such as industrial recruitment or tourism. Efforts often center around one signature program. A more comprehensive community development program, however, recognizes the multiple foundational layers crucial to supporting a successful community—with the foremost layer being leadership development. By empowering others, successful efforts in one initiative may be replicated across many initiatives and programs.

## f Find us on Facebook

We want to provide you with contemporary news and information about what is happening in the world of community development on a more regular basis. Since April 2016 we have been utilizing our main Facebook Page much more, to post daily updates on events, resources and news. We have been covering news from Alaska to Mongolia, Hungary to Brazil, from the United Nations to the smallest grassroots community development agency. If you have not yet looked at the IACD Facebook Page, please do. **facebook.com/IACDglobal/**

If communities are to create a high quality of life locally and compete successfully in new global, social, political, and economic realities, they must invest in the long-term development of their people.

**Leadership development in a community improves trust and relationships, reduces conflict, leads to better decisions with greater chance of implementation, and supports and grows local economies.**

Recognizing this need, educators at the Montana State University Extension Local Government Center (the LGC), have developed education programs to increase capacity and raise professionalism in Montana's (USA) public officials. We work closely with local government officials to build leadership capacity and empower members of a community to create and pursue a collective vision of their community's future.

While opportunities to express leadership may regularly come for local officials, none of those officials woke up one morning having "accidentally" become a great leader. Rather, leadership development is an ongoing process, one that only succeeds through deliberate, proactive effort over time. Community development projects succeed at a much higher rate when local leaders intentionally embrace and utilize practical leadership behaviors instead of simply "hoping" their default leadership style is sufficient.

In Montana, the LGC has found appropriate leadership development opportunities increase public employee engagement, reduce conflict among teams, and improve customer service to communities. By facilitating the development of greater leadership infrastructure in communities, including through leadership development programs, collaborative strategic planning sessions, and good governance training, the LGC empowers local leaders to more effectively take on greater community development initiatives.

For example, a Montana community recently reached out for a customized training program for its elected officials and staff. Though this community had seen improvement in its leadership capacity over the last few years, it struggled to engage its employees and accomplish organizational goals. Its leaders knew they would only continue



improving as a public service-organization through a proactive, deliberate effort to examine what was going well and what could be changed.

In response to this need, the LGC established the *Creating Highly Effective Teams* program, a multi-session educational experience that guides local officials through a series of leadership development, team building, and strategic planning activities designed to increase their capacity to accomplish goals, communicate internally and externally, and build greater resilience in today's fast-changing world.

**Creating Highly Effective Teams** consists of a full-day seminar and multiple half-day workshops. The curriculum, composed of engaging lecture and hands-on activities, is composed of the following elements:

- 1. Emotional Intelligence:** good leaders must understand how their behavior impacts others and develop an understanding of what behavior is appropriate in various situations.
- 2. Motivating Others:** good leaders must have the capacity to inspire others around a common vision, then give them the sense of autonomy, mastery, and purpose needed to capture discretionary effort.
- 3. Managing Conflict and Communication:** good leaders recognize their conflict style and cater their communication to the needs of those around them.
- 4. Practical Leadership Behaviors:** good leaders intentionally utilize effective leadership behaviors as frequently as possible.

**5. Strategic Planning:** good leaders recognize the value of planning and create specific plans to accomplish specific goals.

Upon completion of the training program, participants may request a *Highly Effective Teams Certificate of Completion* from the LGC, which recognizes participants' increased familiarization with leadership, communication, teamwork, and conflict management skills. By completing the program, participants will have learned and practiced a variety of skills needed to engage themselves as competent, effective, and productive local government officials capable of partnering on increasingly complex community development initiatives.

Through this education program and others like it, the LGC has seen great improvement in the capacity of local officials throughout Montana to complete projects. As community development professionals work with local government officials on their initiatives, we suggest forming complementary education and leadership programs.

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# Perspectives on Community Development Organizational Trends and Trajectories

Bryan Hains and Paul Lachapelle

**There is a promising movement transpiring amongst community development professional organizations. Recently, several community development professional organizations from across the globe have collaborated to adopt a common definition for the field of Community Development. Furthermore, they are taking public stances on both international and domestic community issues. It can be argued that this movement encourages more membership involvement, greater solidarity between professional organizations and assists in further defining the field. However, many questions still need to be explored. For instance, who do the organizations serve? What are the professional benefits and foci of each organization? What are the relationships between the organizations? What trends and trajectories do they have and seek?**

This article explores recent developments within the Community Development Society (CDS), based in the United States and the International Association for Community Development (IACD), based in Glasgow, Scotland. Specifically, we wish to discuss the trends we see within and between our organizations and how the current leadership is supporting and promoting various initiatives. As the authors are the Presidents of these respective organizations, we seek to reflect on recent trends that are currently influencing our organizations, to discuss our respective engagement initiatives and trajectories, and pose a series of questions for our members to consider and perhaps act on.

**Membership Diversity**

For both organizations, we recognize the challenges of the growing diversity of members and constituents within our field.

**In the age where three separate professional generations are represented within a field (Baby Boomers, Gen X'ers, and Millennials), it can be difficult to identify who an organization serves – or if that organization serves all effectively.**

For instance, are we solely serving communities of place? Are we only serving underrepresented populations? Or are we also serving communities of interest, identity and practice regarding disciplinary needs and orientation? Are we serving minority and majority communities? As our field evolves, we must ask ourselves how we can best represent and be responsive to diverse populations. Furthermore, we must also be honest with ourselves as we respect the needs and disparities among generational foci.

What's more, we must also understand the professional needs of and benefits to these generations. The needs of the Baby Boomers are not the same as those of the Millennial generation. Technology has influenced the way in which professional development is presented and utilized, leaving discrepancy among communication and resource delivery methods and needs. This can be a point of contention among organizational leadership, which often represents a more established audience. Who we represent and how we are responsive to various constituents can and will have a profound influence in our modes of operation and strategic planning for the future.

**Membership Engagement**

In the 21st century, member engagement can be quite complex. As previously stated, multi-generational, multi-disciplinary, and culturally-diverse



**Paul Lachapelle**



**Bryan Hains**

members create both opportunities and challenges regarding member engagement and participation. However, it is this unique mix of Baby Boomers, Gen X'ers, Millennials, as well as domestic members, international members, scholars, and practitioners from rural, urban and suburban sectors that provides the energy, synergy and appeal within the field and our organizations.

Both CDS and IACD endeavor to balance the professional needs of its constituents by providing diverse outlets for publication, engaging in thematic blogging and altering

conference locations for greater member accessibility. While this is satisfactory for some, we must continue to explore methods to engage all members. For CDS, we must admit that our society has been quite conference-focused and American-centric, diminishing professional development opportunities for those unable to travel and creating a seasonal culture for member engagement. As such, we are looking to varied and innovative means of providing professional development throughout the year. For example, CDS' International Committee is currently collaborating with our international colleagues to discuss global issues within community development as well as document successful practices by cataloguing international case studies. Furthermore, CDS has established strategic initiative grants for exploratory member engagement. In its inaugural year, the society funded a unique CDS Fellows Program facilitated by the Community Innovation Lab at the University of Kentucky. This program focuses on engaging new and novel audiences by exploring innovative engagement strategies to broaden the scope and audiences served by CDS. These are a few of the new initiatives meant to engage members throughout the year, enhancing the value added of our professional society.

**CDS' leadership and membership have taken a leap of faith to explore experimental strategies for engaging the professionals of today and tomorrow and will need to continue to do so to evolve as a professional society.**

For the IACD, work continues with the development of the Global Community Development Exchange (GCDEX) that is a member-only opportunity to share and download valuable information, teaching and learning materials about community development practice and research. This project, in part funded by the Scottish Government, is being led by New Zealand members. As well, our draft international community development standards project with the Community Learning and Development Standards Council in Scotland - Towards common international standards for community development practice - provides an opportunity for our members to provide feedback and participation on this new and innovative development for the association.

## Our Role in Community Development Policy and Advocacy

The IACD has developed a process to draft, discuss and implement formal policy and position statements through our membership network. To date, we have developed a number of positions statements dealing with for example, the UN Sustainable Development Goals and climate change and the Paris Accord. We have also in the past designed processes to draft and implement formal Declarations at conferences including the Brisbane Declaration in 2009, the Hong Kong Declaration in 2007, the Yaoundé Declaration 2005, and the Budapest Declaration in 2004.

**Declarations provide IACD members and conference participants an opportunity to engage and comment on current challenges and opportunities for community development work, encourage dialogue on critical issues, policy and practice and drive the convergence of collaboration on planning and action.**

These Declarations also provide an important opportunity for all of us in the field of community development to reflect, deliberate and work together on issues that are of common concern. We are hoping to draft a new IACD Declaration to come out of our upcoming 2018 Conference that will build on previous Declarations we have published in the past.

For CDS, prospective members looking to join the organizations often ask such questions as, "What is the organization's position on [insert political topic here]?" or "What types of advocacy has your organization participated in?" The answers can be quite complicated when representing a diverse membership. However, these questions highlight great opportunity and untapped potential for our society.

The Community Development Society is founded on the core Principles of Good Practice:

- **Promote active and representative participation toward enabling all community members to meaningfully influence the decisions that affect their lives.**
- **Engage community members in learning about and understanding**

**community issues, and the economic, social, environmental, political, psychological, and other impacts associated with alternative courses of action.**

- **Incorporate the diverse interests and cultures of the community in the community development process; and disengage from support of any effort that is likely to adversely affect the disadvantaged members of a community.**
- **Work actively to enhance the leadership capacity of community members, leaders, and groups within the community.**
- **Be open to using the full range of action strategies to work toward the long-term sustainability and well-being of the community.**

It is the humanistic nature of these principles that not only guides our professional practice, but also substantiates a call to action for social justice. Therefore, we cannot idly stand by and discount the importance of our influential role. CDS' International Committee has worked extensively in this area and has recently proposed position statements to our membership. Hopefully, this will become a regular topic of discussion as it is an area that could be greatly enhanced within the organization.

## Collaborating for better Outcomes

We live in a time where the relational role among community development organizations is of critical importance. The mutually respectful, but solely independent model no longer works. The field has evolved to a point where there needs to be a common identity among organizations with organizational nuances or foci that complement each other rather than replicate and/or compete. The adoption of a common definition for community development is a positive collaborative start. However, there is much more work to be done. In-depth discussions regarding professional advocacy need to be commenced.

**Additionally, collaborative professional development opportunities focused on shared themes and/or topics associated with community development need to be explored and supported by our organizations.**

**For CDS, there are three leadership initiatives helping to shape the organization.**

The first includes examining current organizational processes and structures. It is our intent to reinforce those that enhance or increase member participation and voice and eliminate those which may impede member engagement and exclusivity. This includes implementing sustainable structures for leadership and financial succession. The second, is to continue to promote and support exploratory/innovative organizational initiatives that improve member engagement and professional outreach. We hope to forge new methods for continuous professional development that is inclusive of members working in communities of place, interest, practice and identity. The third incorporates further discussions around the society's role for advocacy and policy. This is an area where we could greatly expand our efforts.

**For the IACD, forming and nurturing creative, caring and productive partnerships is the key to our global network.**

By embracing the core principles of inclusion, transparency and diversity, we can begin to set aside the differences that may divide us culturally or that exist within or between our disciplines or sub-disciplines, and instead we can unlock the innovations and begin to tackle the complex and often political impasses that do and will continue to confront us in the coming years and decades. Positive partnerships can only be realized when communication is open, resources are equitably shared, and genuine opportunities are provided to individuals, groups and organizations to truly practice a more community-based form of development.

The questions that we have for our respective constituents are as varied and diverse as our memberships, however, they are aligned around these core inquires: "What is your role as a

member?" How do you contribute to your association and the field? How can you best interact with your respective Board of Directors and how can you influence short-term decision making and longer-term strategic planning? What do you get for your association membership dues and what is a sufficient return on investment? How can our associations better collaborate to increase communication, access to resources, and return on investment? It is our hope that these questions and others continue to be reflected on, built upon, and addressed by the current as well as future Boards and members of both associations as well as other community development organizations around the world.

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# WCDC2018

WORLD COMMUNITY DEVELOPMENT CONFERENCE

**Participation, Power and Progress:**  
Community Development Towards 2030  
– Our Analysis, Our Actions

**24-27 June\*,**  
Maynooth University,  
Kildare, Ireland

### Keynote Speakers

<p>Mary Robinson</p> 	<p>Dr Peter Westoby</p> 	<p>Anita Paul</p> 	<p>Bernadette McAliskey</p> 
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This conference will provide a unique opportunity for practitioners, participants, academics, policy makers, funders and other stakeholders to share perspectives on current contexts and challenges for community work.

The conference will encompass cutting edge inputs, papers, creative installations and poster presentations on rights-based community development, addressing and engaging locally, nationally and internationally.

[www.wcdc2018.ie](http://www.wcdc2018.ie)  
✉ [info@wcdc2018.ie](mailto:info@wcdc2018.ie)

WCDC2018 provides a unique opportunity to celebrate IACD's 65th anniversary.





★ **24 June – International Induction**  
| **25, 26, 27 June – Main Conference**

**28 June – 1 July**  
**Optional Practice Exchange**  
(Dublin and Wild Atlantic Way)



# COMMUNITY DEVELOPMENT PRACTICE EXCHANGE 2018 - BALI, INDONESIA



## Sustaining Indigenous Wisdom and Cultures

The International Association for Community Development (IACD) is excited to partner with Five Pillar Foundation and Real Indonesia to deliver a special practice exchange in Bali. This is a unique opportunity to participate in an inspiring learning event with other community developers from around the world, together with local practitioners and activists and to visit community development projects in and around Ubud and West Bali.

*\*Price includes accommodation in a traditional Balinese family compound, transport within Bali, all activities and guides, most meals, facilitated intercultural dialogue with Balinese communities. Payments will be processed in AUD and will be subject to currency fluctuations. IACD members will receive 5% off.*

For more information and to book visit  
[www.realindonesiatravel.com/onlinestore/cdpe](http://www.realindonesiatravel.com/onlinestore/cdpe)



# A message to members



Following adoption of the IACD global definition of community development at the 2016 AGM, the IACD Training and Professional Development Committee established a joint project team in partnership with the Community Learning and Development Standards Council Scotland. This project team has now produced a Draft Guidance document that the Training Committee is putting out for member consultation.

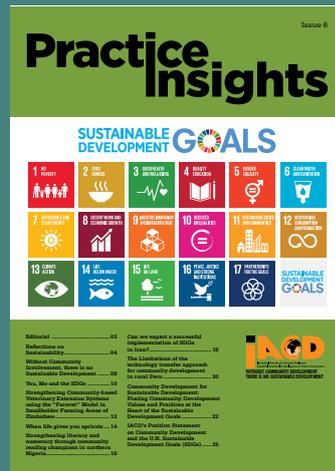
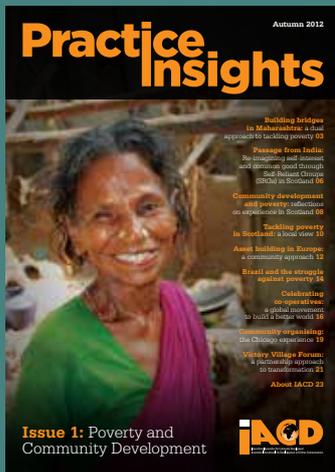
Full IACD members have already been sent the document which can be downloaded here [IACD 2017 Draft Standards Guidance](#)

The Training Committee wishes to have members' feedback on the Draft Guidance over the next three months. Is this Guidance helpful for explaining your practice? Could it be used to inform community development posts job descriptions? Could it be used as a framework for the design of professional community development training?

**Please send your comments marked Community Development Standards to Charlie McConnell at [charliesmccconnell@gmail.com](mailto:charliesmccconnell@gmail.com)**

**Please send your comments by 31 March 2018**





IACD's Practice Insights magazine, sharing practice and research about community development from around the world.



www.iacdglobal.org

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