

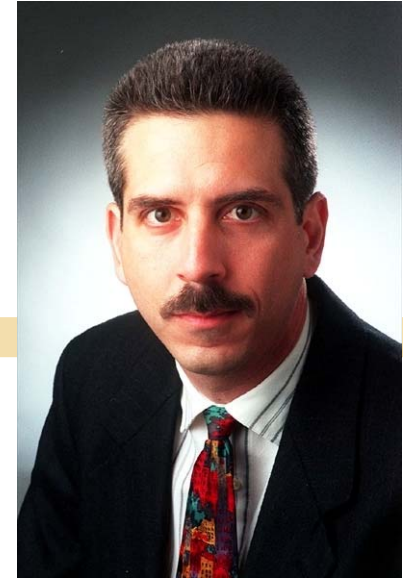
# Foundations of Practice

*Community Development  
Core Competencies for  
Extension Professionals in  
the North Central region*

Basic Understanding  
of Community



# Steve Jeanetta



SLIDE

2

Steve Jeanetta  
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Steve is a state specialist in Community Development Process for the University of Missouri Extension. He serves as the coordinator of the community development academy and has program leadership responsibility for work in community planning, organizational development and building inclusive communities.

Steve has worked as a community development specialist with the University of Missouri Extension since December of 1992. Steve's mix of experience includes two years in the rural area of Ste. Genevieve County, Missouri, and then four years in the urban areas of St. Louis County and the City of St. Louis. He moved to the campus in 1998. His skills are in fostering the development of community organizations, creating community plans, addressing land-use issues, and analyzing community infrastructure.

Internationally, Steve has conducted community development training programs in the Amazon region of Brazil, Guyana, Germany, and Canada. Along with other leaders from the U.S., Latin America, and the Caribbean, Steve completed a fellowship in the International Leadership Development Program, sponsored by the Partners of the Americas and the Kellogg Foundation.

He has an M.A. in Community and Regional Planning and a B.S. in International Affairs from the University of Nebraska-Lincoln. He is a certified planner with the American Institute of Certified Planners and a member of the American Planning Association. Steve serves as the executive director of the Missouri/Para Chapter of the Partners of the Americas.



# Learning Objectives

SLIDE

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- ❖ Define community and explore the underlying assumptions that shape how people relate to community.
- ❖ Explore community types.
- ❖ Define community development and its role as a process for addressing change in community.
- ❖ Link concepts of community and community development to the work extension does in communities every day.

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# Learning Objectives cont.

SLIDE

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- ❖ Develop an understanding of the various roles Extension educators can play in communities.
- ❖ Identify the principles that guide the practice of community development process and apply them to working in communities.
- ❖ Review the Community Capitals & Layer Cake Model community development concepts
- ❖ Identify the community development process.

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# Understanding Community

SLIDE

5

Think about a time when you were an active member of a community.

- ❖ How did you know you were part of that community?
- ❖ What were the characteristics that made that experience a community experience for you?
- ❖ How do you relate to community in your daily life?

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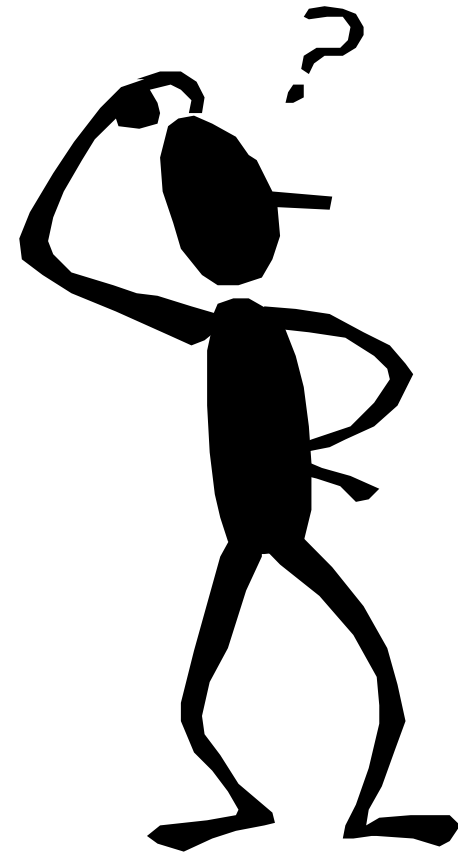


# Understanding Community

SLIDE

6

What is Community?



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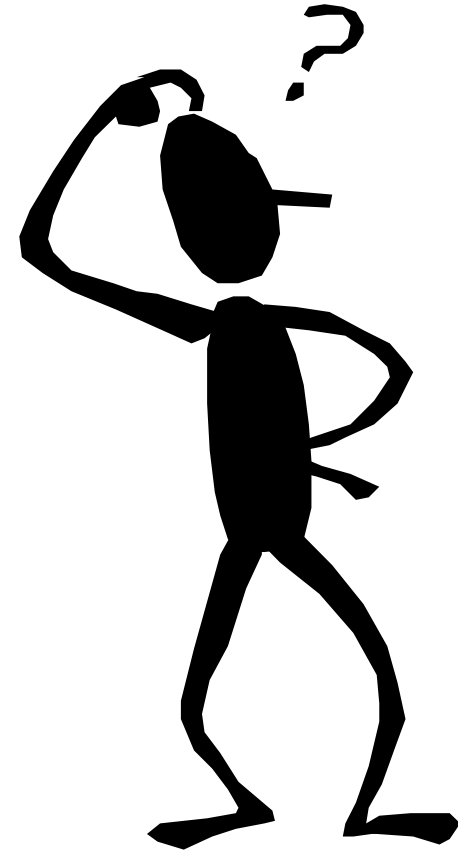
# Understanding Community

SLIDE

7

What is Community?

Interactions among  
people for mutual  
support.



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# Understanding Community

SLIDE

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Community types include:

- ❖ Communities of Interest
- ❖ Communities of Place

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# Understanding Community

SLIDE

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The context for this series is the community as a whole, as a “unit of analysis” rather than an individual or organization.

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# Understanding Community

SLIDE 10

Community includes three elements:

- ❖ Territory or place
- ❖ Social organizations or institutions that provide regular interaction among residents
- ❖ Social interaction on matters concerning a common interest.

-- Definition by Kenneth Wilkinson (1991)

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# Live Meeting Poll

## Our Places

**What kind of community do you identify with the most? Some of you may have more than one choice. Select the one that you identify with the most.**

- **Small, rural community (less than 25,000 people)**
- **Small ,rural city (25,00 to 50,000 people)**
- **Small city (50,000 to 150,000 people)**
- **Suburban city**
- **Urban neighborhood**
- **Urban medium sized city (150,000 to 400,000 people)**
- **Large Metropolitan Area (400,000 and larger)**

Changes directly made to this slide will not be displayed in Live Meeting. Edit this slide by selecting Properties in the Live Meeting Presentation menu.

# Understanding Community

SLIDE 12

The way we know community—our experience with it and our understanding of the basic nature of community—provides a framework for assessing communities and the processes at work in community.

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# Community Change

SLIDE 13

Based on your experiences of working in communities:

- ❖ What are some of the changing aspects of community?
- ❖ What do you think are the primary causes of these changes?
- ❖ How are your communities addressing these changes?

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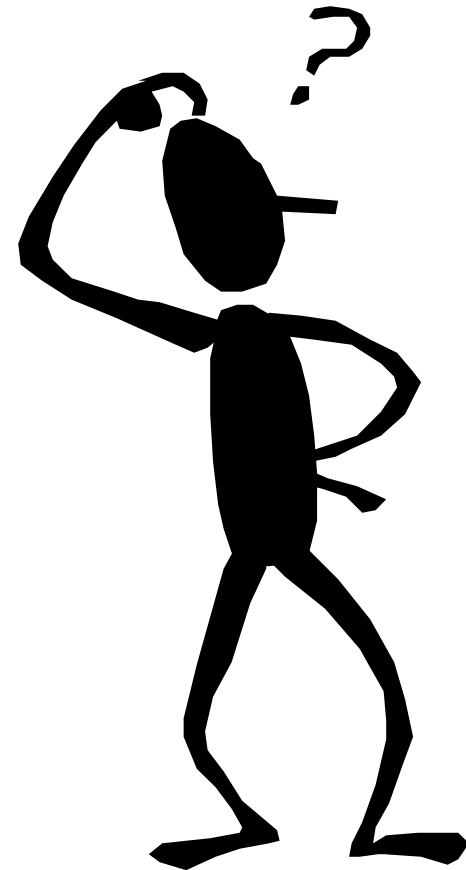
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# Community Development

SLIDE 14

What is community development?



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# Community Development

SLIDE 15

What is community development?

A planned and organized *process* through which *people* and *communities* learn how they can help themselves.



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# Community Development

SLIDE 16

A *process* through which *people* and *communities* acquire the attitudes, skills and abilities for active participation in creating meaningful futures and dealing with community issues.

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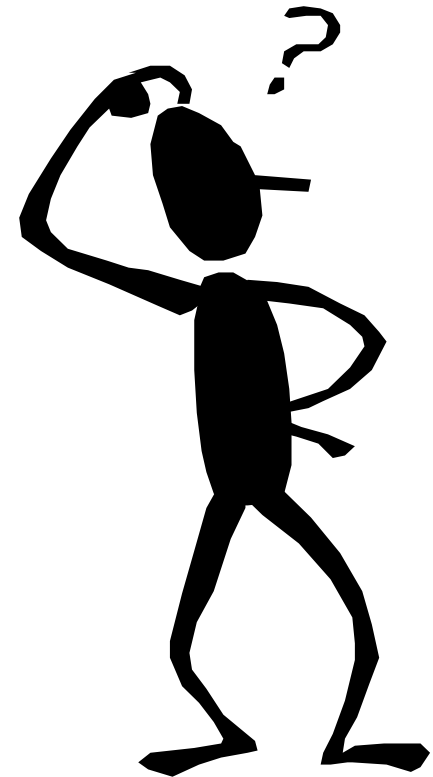
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# Community Development

SLIDE 17

What are the underlying values and assumptions we make when we talk about community and community development?



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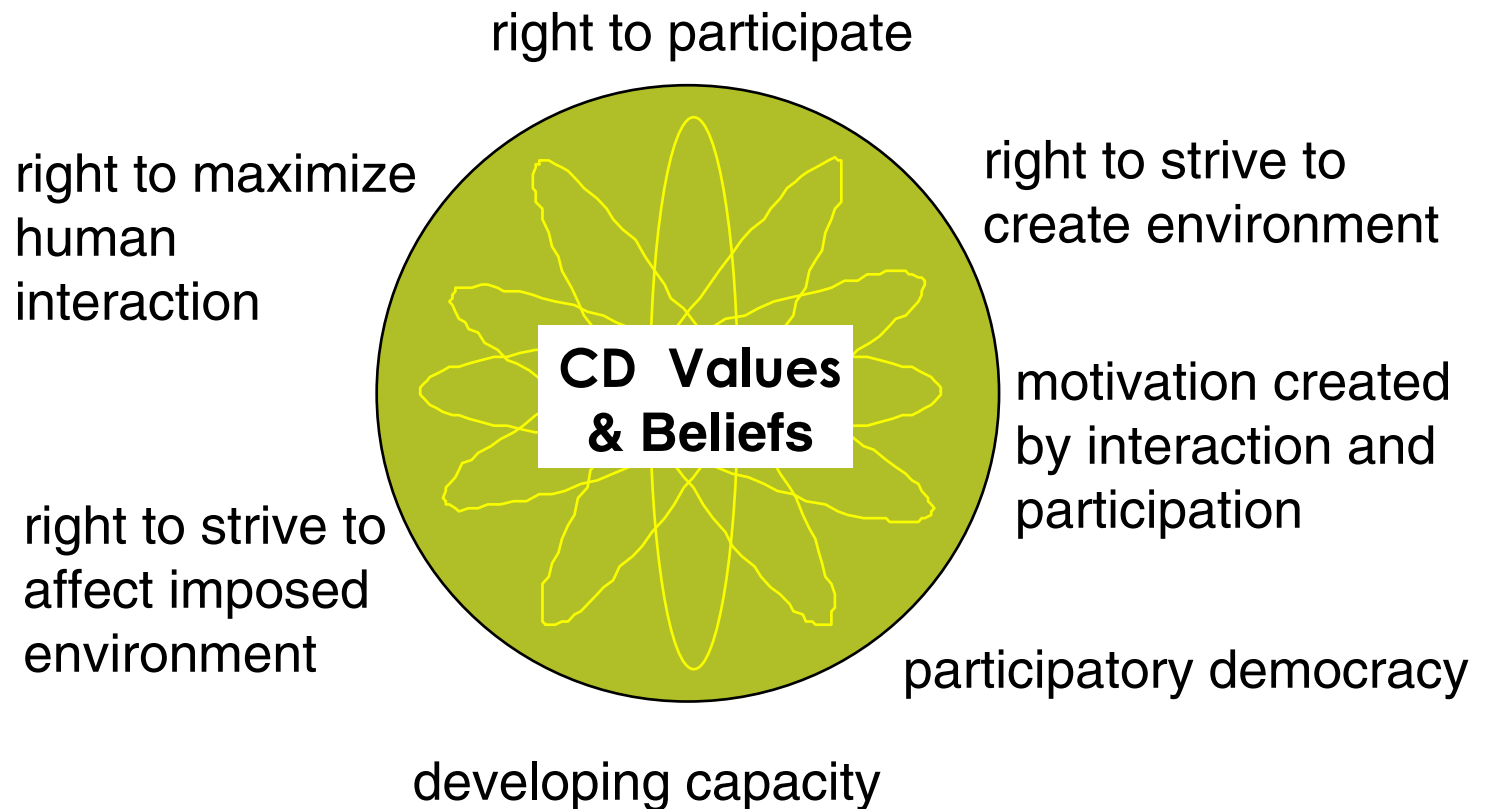
# Community Development

SLIDE 18

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# Community Development

SLIDE 19

learning through interaction

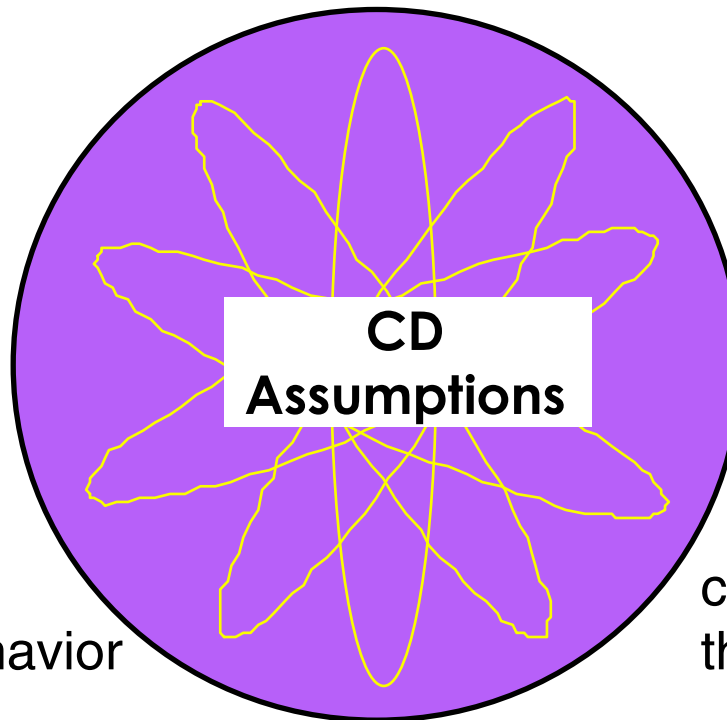
learned  
behavior

direction

**CD  
Assumptions**

rational behavior

creating and shaping  
the environment



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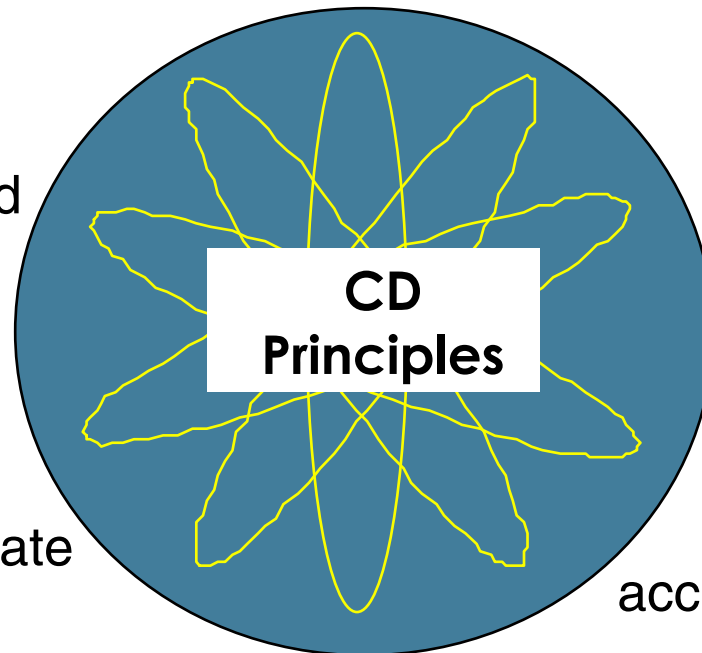


# Community Development

SLIDE 20

free and open participation

right to be heard



broad representation and increased breadth of perspective

right to participate

accurate information

understanding is basis for change

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# Principles of Good Practice

SLIDE 21

- ❖ 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.

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# Principles of Good Practice

SLIDE 22

- ❖ 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.

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# Community Interaction

SLIDE 23

How do we understand the basic nature of community?

- ❖ Natural association (Gemeinschaft—natural will) primary ties, family and close community, informal association.
- ❖ Rational Association (Gesellschaft—rational will) formal relationships for instrumental or contract purposes—formal organizations or purposeful structures.

(Tönnies, 1957)



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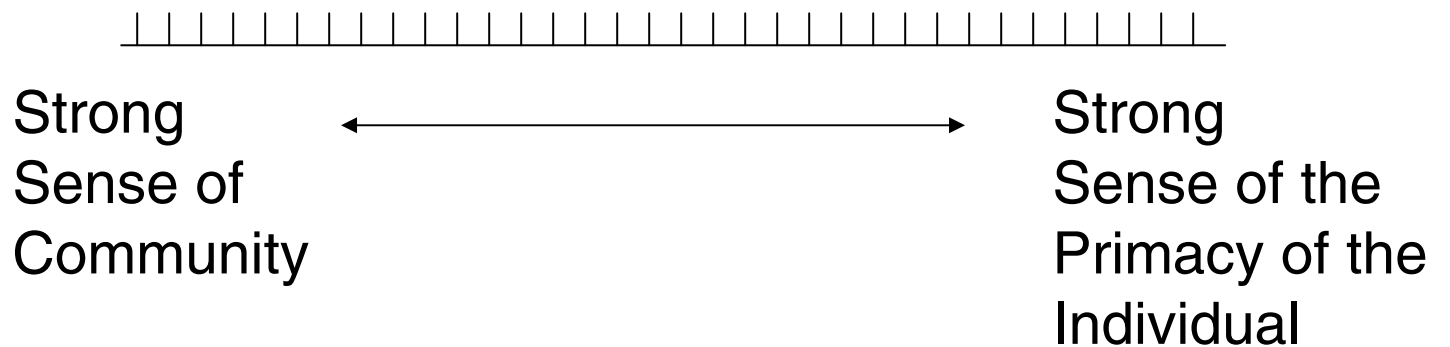
# Community Interaction

SLIDE 24

**Community**

**Society**

## Continuum of Community Interaction



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# Community Interaction

SLIDE 25

How do we know Community?

- ❖ The community is something external to us and to be acted on, predicted and managed.
- ❖ We are the community and create it through our ongoing processes of interaction.
- ❖ Do you consider yourself an insider or outsider in the communities you work?

Domahidy, M. (2003). Using theory to frame community and practice. *Journal of the Community Development Society*, 34(1), 75-84.

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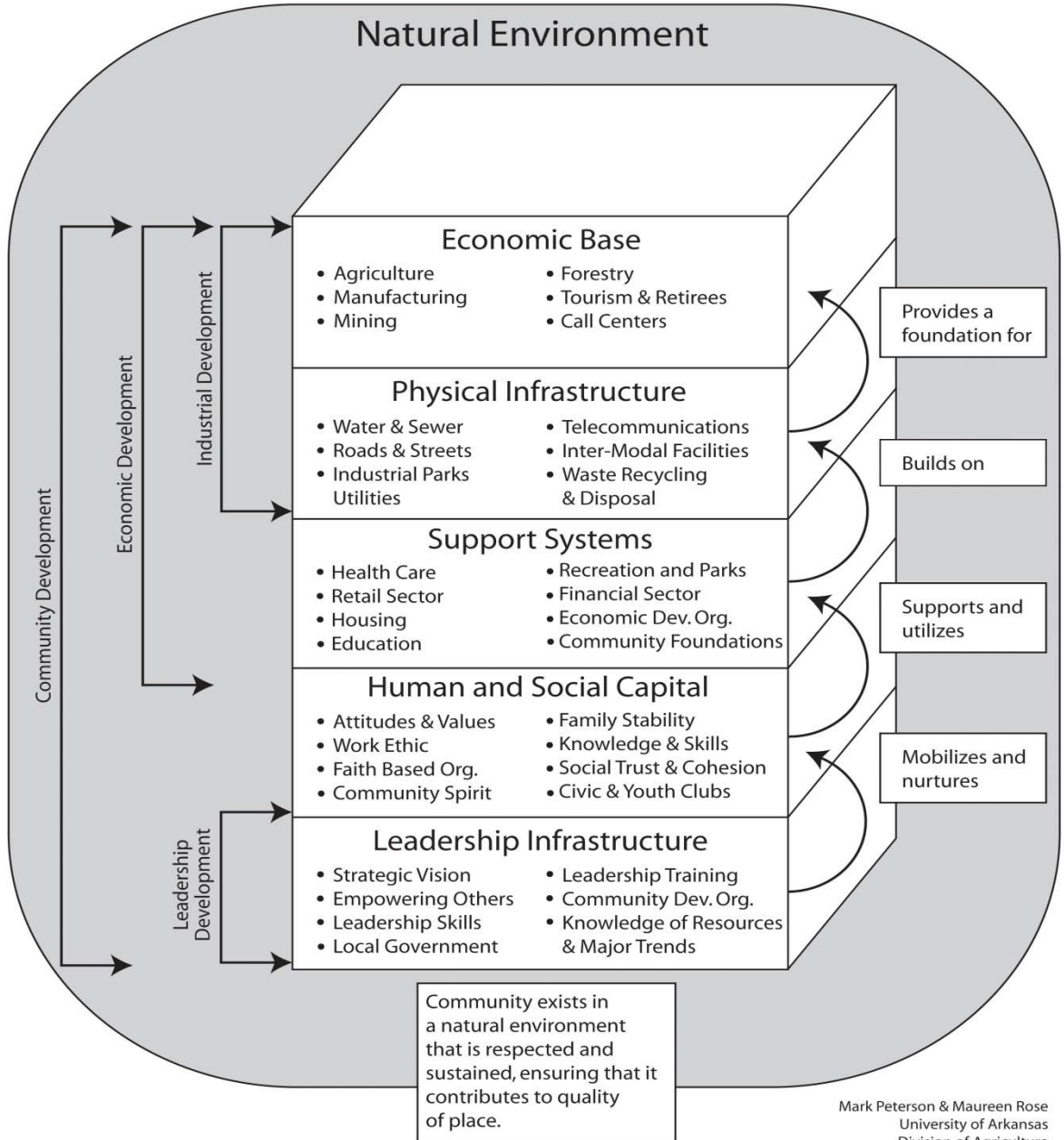
# Live Meeting Poll

## Insider versus Outsider

**Think about a project you have worked on in one of your communities.  
How do you think the community perceived you in that context?**

- **As an insider, someone who had a stake in what we were doing.**
- **As a partial insider, someone who lived in the community but was representing the University.**
- **As an outsider, someone who doesn't live in the community and only participates in the community because of my position with the University.**
- **As a partial outsider, someone who doesn't live in the community but because of the organization I am widely viewed as part of the community.**
- **As a partial outsider, someone who lived in the community but was representing the University.**

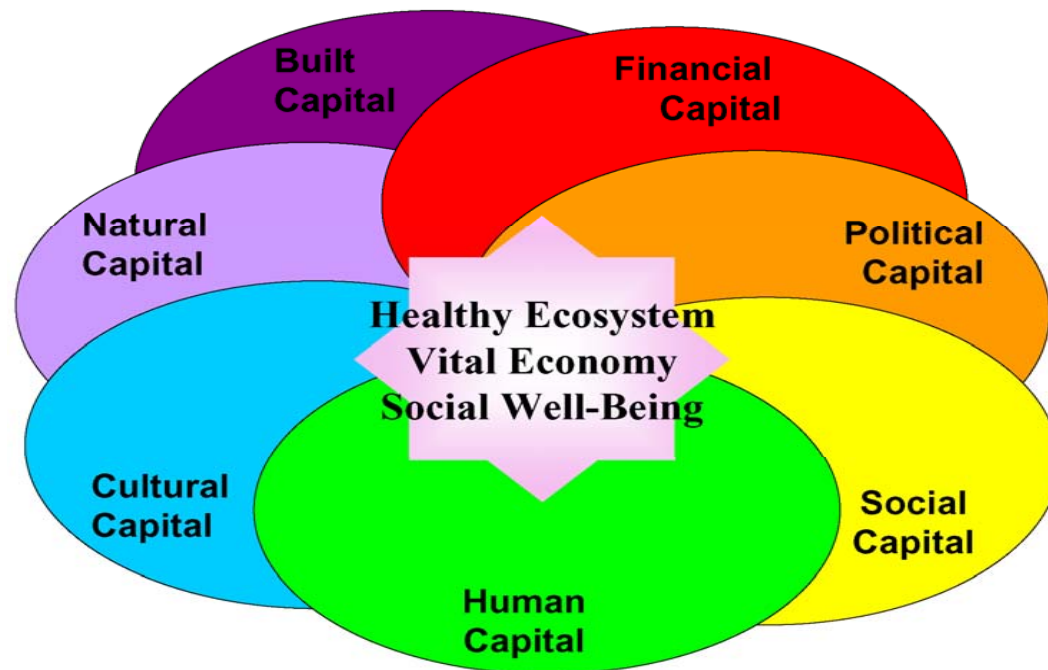
# Total Community Development Model



# Community Interaction

SLIDE 28

## Community Capitals Model



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*Cornelia Butler Flora  
North Central Regional Center for Rural Development,  
Jan Flora, Iowa State University, 2004.*



# Community Interaction

SLIDE 29



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# Preparing for Next Week

SLIDE 30

The other presenters will have a number of exercises for you to do where it would be helpful to have a specific community in mind that you can use as a case study. In preparation for next week please identify a specific place that you can use to apply the concepts we will be sharing.

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# Reflection Questions

SLIDE 31

- ❖ What communities am I a part of in my everyday life?
- ❖ How do I relate to community—am I an insider or an outsider?
- ❖ How do I define community development in my work?
- ❖ What are the principles that guide my interactions with people in my community work?

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# Reflection Questions

SLIDE 32

- ❖ What do my principles require of me?
- ❖ How does community development relate to my work in extension?

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Keller, S. (2003). *Community: Pursing the dream, living the reality*. Princeton, New Jersey: Princeton University Press.

Tönnies, F. (1957) *Community and Society*. (C.P. Loomis, Trans.). East Lansing, Michigan: Michigan State University Press. (Original work published 1887)

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# For More Information

SLIDE **35**

For more information, visit

[www.ncrcrd.iastate.edu/projects/corecomp/index.html](http://www.ncrcrd.iastate.edu/projects/corecomp/index.html)

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# Next Session



Scott Loveridge

SLIDE **36**

## Community Economics

**October 7, 2008, 1:30 to 3 p.m. CST**

**October 8, 2008, 2:30 to 4 p.m. CST**

The ability to understand the economic base of a community and the dynamics between the various economic sectors—including the ways in which money turns over in the community, leaves the community, or is invested—are important to providing a vibrant economy.

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