



**Leadership and Community Capacity Building:
An Inventory and Analysis of Curricula and Tools**

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Lack of leadership is often mentioned by local people as an obstacle to community development, particularly in declining rural communities and decaying inner city neighborhoods. The term "leadership" has become a code word for the social aspects of community development. In depressed communities, there is often a sense of the inevitability of decline. All the "leaders" have left. There is no hope within the community. If only a leader would come, someone would build a factory, or someone would build a road, then the community situation would improve. This approach assumes that leadership is an innate individual characteristic. Our work suggests that can be a community characteristic, based the presence of entrepreneurial social infrastructure (Flora and Flora, 1993).

Across the United States and in Canada, in Europe and in Africa, Asia and Latin America, there are a large number of leadership programs, all of which have interesting commonalities and original contributions to building communities as well as increasing individual social mobility. These programs are differentially effective, depending on context and measurement of effectiveness. Is effectiveness based on what happens in the community? Are more of the talents of local people utilized? Is there more communication? Is there more local initiative? Are there healthier ecosystems? Are people who were previously poor now able to make ends meet? Do they have more assets? Or is effectiveness based on what happens to the individuals who undergo leadership training? Is that training a vehicle to exit their depressed communities? Do those who participate increase their own assets and economic position, often by leaving the community?

Community leadership development based on leadership principles derived from studies in formal organizations can be misleading and ineffectual (Pigg, 1999). Community leadership is not a stand-alone characteristic of an individual, but an emergent property that comes from interactions at the community level (Pigg, 1999). Leadership development training, using this

framework, is based on relationships and interaction rather than leader behavior. As a result, effective community development leadership programs stress interactions among a diverse group of community members toward collective goals.

Community Field and Community Leadership Development

The community field is defined by Wilkinson (1991) as a *process* of interrelated actions through which residents express their common interest in the local society (p. 2). Community leadership development builds interactions among community members and imparts skills and support to continue those interactions to achieve collectively defined goals.

The vast majority of leadership development programs are based around *organizations*, which Wilkinson conceptualizes as social fields, which are interactions based on specific interests. Organizations have clear boundaries, formal authority structures and roles, and power derived from position. Private firms, one kind of organization, invest heavily in leadership development as an aid to firm productivity and profit. This kind of leadership development is perhaps best described in the Center for Creative Leadership's **Handbook of Leadership Development** (McCauley, et al., 1998).

Much organizational leadership development is based on social fields, communities of interest that may or may not be locality based. The work by Senge (2000, 1994) focuses on interactions within organizations as a basis for collective leadership. Robert W. Terry's work (1993) incorporates notions of power, vision and ethics into leadership development. The leadership curriculum, **Leadership: Sustaining Action on Community and Organizational Issues** (NCRCD, 1993) built on his model. In our evaluation of the applications of that curriculum, we found it more effective in organizational than in community settings.

The NCRCD identified and analyzed leadership development curricula and tools to determine what kinds of leadership development works best in different circumstances.

Our initial analysis of community-based leadership development shows it to be a critical input for community development. It is a critical part of building and maintaining community capacity to respond to and anticipate the constant changes in the nation and the world that alter local community opportunities. But it must be invested in. Broad-based leadership that is participatory, transparent, accountable and effective is the basis of sustainable communities. And, as we have found in our analysis of effective community-based development efforts, it often requires outside facilitation and support.

We cast a wide net for community-based leadership development curricula and tools. We first categorized curricula and tools, based on their intended audience and approach (See Table 1.) We then coded the leadership curricula based on their approach (degree to which they were community, rather than individually focused, and asset rather than needs driven), degree of focus on poverty reduction, degree to which they take a strategic approach, and the degree to which they focus on inclusivity (See Table 2). We then conducted a series of complex statistical analyses to see which curricula scored consistently high on the various criteria. Those that are shown in Table 3 lists those which scored the highest on the poverty criteria. Table 4 shows the

ranking on inclusion/empowerment. Table 5 shows those ranking high on transparency. Table 6 shows those ranking highest on strategic vision. The curricula that best met all of the criteria are listed in italics in Table 1. If we were using other criteria, other curricula might have been high scorers. The utility of the curriculum depends on the use to which it will be put.

References:

Flora, Cornelia Butler and Jan L. Flora. 1993. "Entrepreneurial Social Infrastructure: A Necessary Ingredient". **The Annals of the Academy of Social and Political Sciences**, Vol. 529:48-58.

McCauley, Cynthia D., Rss S. Moxley, and Ellen Van Velsor. 1998. **The Center for Creative Leadership Handbook of Leadership Development**. San Francisco: Jossey Bass.

Pigg, Kenneth E. 1999. "Community Leadership and Community Theory: A Practical Synthesis" **Journal of the Community Development Society**. 30:196-212.

Senge, Peter M. 2000. **Schools that Learn : a Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education**. New York: Doubleday.

Senge, Peter M. 1994. **The Fifth Discipline Fieldbook : Strategies And Tools For Building A Learning Organization**. New York: Doubleday.

Terry, Robert W. 1993. **Authentic Leadership: Courage in Action**. San Francisco: Jossey-Bass.

Wilkinson, Kenneth P. 1991. **The Community in Rural America**. New York: Greenwood Press.

Table 1. Leadership Curricula and Tools by Category

General Leadership Development

Curricula

1. *Building Communities for Tomorrow, Facilitator's Guide*. 1996. Iowa State University Extension to Communities. Ames: Iowa State University.
2. Leuci, Mary Simon, Donald W. Littrell, Doris Littrell, Jerry Wade. *Building Communities from the Grassroots*. 1996. University Outreach and Extension: University of Missouri-Columbia.
3. Luther Vicki, Ed.D. and Milan Wall. *Building Local Leadership*. 1994. Lincoln, NE: Heartland Center for Leadership Development.
4. Ramsay, Kristin with Bill Reed and Cela Vanderbery. *Community Leadership Development*. 1998. Michigan State University Extension.
5. *Community Leadership Program*. 2001. Accessible at: <http://www.fanning.uga.edu/curricula/clp/clp.htm>. University of Georgia: J.W. Fanning Institute for Leadership.
6. *The Entrepreneurial Community: A Strategic Leadership Approach to Community Survival*. 1989. Luther, Vicki Ed., and Milan Wall. Heartland Center for Leadership Development. Lincoln, Nebraska.
7. Weisbord, Marvin and Sandra Janoff. *Future Search: An Action Guide to Finding Common Ground in Organizations & Communities (2nd edition)*. 2000. San Francisco: Berrett-Koehler Publishers.
8. *Leadership Excellence and Dynamic Solutions (LEADS)*. 1999. Kansas Cooperative Extension Service.
9. *Tomorrow's Leaders Today, Resource Notebook*. 1993. Iowa State University: University Extension.
10. Blandin Community Leadership Program, brochure. Klimoski, Victor, "Developing Community Leaders." Grand Rapids, MN: Blandin Foundation, n.d., 8pp. Blandin Foundation Community Leadership Program website: <http://www.blandinfoundation.org/leadership.cfm>.
11. *The CLI Curriculum and Citizen Leadership Training Program*. 2000. Citizen Leadership Institute, Gulf Coast Community College. <http://www.gc.cc.fl.us/leader/training.htm>.
12. Community Action School. 2001. The James MacGregor Burns Academy of Leadership, University of Maryland. Accessible at: <http://www.academy.umd.edu/training/CAS/>.
13. Fessler, Donald R. *Community Leader Training*. 1970. Blacksburg, VA: Community
14. NERL Group Leadership Skills. 1997. Accessible at: <http://crs.uvm.edu/gopher/nerl/group.html>. Center for Rural Studies at University of Vermont College of Agriculture and Life Sciences.

Tools

1. Robinson Jr., Jerry and Roy A. Clifford. *Leadership Roles in Community Groups*. 1991. Robinson Jr., Jerry, Roy A. University of Illinois Board of Trustees: University of Illinois at Urbana- Champaign.
2. *Leadership: Sustaining Action on Community and Organizational Issues*. 1993. North Central Regional Center for Rural Development at Iowa State University- Ames.

Community Organizing

Curricula

1. Bobo Kim, Jackie Kendall, and Steve Max. *Organizing for Social Change, Manual for Activists (3rd edition)*. 2001. Midwest Academy. Santa Ana: Seven Locks Press.
2. *Community Resilience Manual: A Resource for Rural Recovery and Renewal*. December 1999, Draft. Port Alberni, B.C.: Centre for Community Enterprise
3. Beckwith, Dave, Karen Stults, Charlene Williams and Roxanne Willams. *Transforming Lives and Communities: Community Organizing for YOU! Trainer's Manuals I, II, III*. 2000. Washington, D.C.: Center for Community Change.
4. *The Western Institute for Organizing and Leadership Development*. 2001. Accessible at: <http://www.westernstatescenter.org/programs/wild.html>
Portland: Western States Center.

Community Building/Civic Renewal

Curricula

1. Kretzmann, John and John McKnight. *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. 1993. Institute for Policy Research at Northwestern University-Evanston, IL.
2. *Skill Building for Stronger Communities*. 1999. Lincoln, NE: Heartland Center for Leadership Development.
3. Allen, John C., Sam Cordes, Jeff G. Hart. *Vitalizing Communities - Building on Assets and Mobilizing for Collective Action Community Guide*. 1999. The Center of Applied Rural Innovation (CARI) Institute of Agriculture & Natural Resources University of Nebraska-Lincoln.
4. *Developing Community Leadership: The EXCEL Approach*. 1992. Missouri Rural Innovation Institute at University of Missouri-Columbia.
5. Wells, Lloyd P. and Larry Lemmel. *Recreating Democracy: Breathing New Life Into American Communities*. 1998. Woolwich, Maine: Center for Consensual Democracy.

Tools

1. *Building Community Capacity: The Potential of Community Foundations*. 1994. Minneapolis, Rainbow Research, Inc.
2. *By the People*. 1995. Minneapolis: Center for Democracy and Citizenship.

3. *OurBook is YourBook, Thinking About Community Building & Asset Mapping*. 2000. Accessible at: http://www.cbraimhigh.com/main/Our_Book_Textonly.htm. *Community Building Resources*.
4. *Reinventing Citizenship: The Practice of Public Work, An Excerpt*. 1995. Accessible at: http://www.cpn.org/CDC/reinventing_cit.html. Center for Democracy and Citizenship, UMN Extension Service, and the Humphrey Institute of Public Affairs.
5. Allen, John C., Sam Cordes, Jeff G. Hart. *Vitalizing Communities - Building on Assets and Mobilizing for Collective Action-Facilitator's Guide*. 1999. The Center of Applied Rural Innovation (CARI) Institute of Agriculture & Natural Resources University of Nebraska-Lincoln.

Building Specific Leadership Skills

Tools

Conflict Resolution/Negotiation

1. *Can't We All Just Get Along?* 1992. Study Circles Resource Center. Pomfret, CT: Topsfield Foundation, Inc.
2. Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiation Agreement Without Giving In (2nd edition)*. 1991. New York: Penguin Books.
3. Carter, Wendy. *One Day Work Shop on Negotiation*. 1991. Carter, Wendy. MA: HRD Press.

Evaluation

1. Burge, Rabel J. *A Community Guide to Social Impact Assessment*. 1994. Middleton, WI: Social Ecology Press.
2. Dewar, Thomas, John P. Krtezmann and John L. McKnight. *A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities*. 1997. Chicago: ACTA Publications.
3. Selener, Daniel, with Christopher Purdy, and Gabriela Zapata. *A Participatory Systematization Workbook: Documenting, Evaluating, and Learning from our Development Projects*. 1996. International Institute of Rural Reconstruction. Ecuador: ABYA-YALA.
4. *Working Toward Community Goals, Helping Communities Succeed*. 1997. North Central Regional Center for Rural Development at Iowa State University-Ames.

Strategic Planning/Visioning

1. *A Guide to Strategic Planning for Rural Communities*. 1998. Washington, D.C.: USDA Office of Community Development.
2. *Building Communities for Tomorrow, Using Information to Build a Better Community*. 1998. Iowa State University Extension to Communities at Iowa State University-Ames.
3. *The Community Visioning and Strategic Planning Handbook*. 2000. National Civic League. Denver: National Civic League Press.
4. Lewis, Mike and Frank Green. *Strategic Planning for the Community Economic*

- Development Practitioner (Revised Edition)*. 1993. Vernon, B.C.: Westcoast Development Group.
5. Luther, Vicki, and Milan Wall. *The Entrepreneurial Community: A Strategic Leadership Approach to Community Survival*. 1989. Lincoln, NE: Heartland Center for Leadership Development.
 6. *Leadership: Sustaining Action on Community and Organizational Issues*. 1993. North Central Regional Center for Rural Development at Iowa State University-Ames.

Motivational

1. *Managing Volunteers for Results (2nd edition)*. 1979. San Francisco: Public Management Institute.
2. Robinson, Jerry W. and Anne Heinze Silvis. *Maintaining Participation in Community Organizations: Motivating Others to Achieve Objectives* Publication AE-4672-10. 1992. Illinois Coalition for Rural Community Development. University of Illinois at Urbana-Champaign: Boards of Trustees.
3. Robinson, Jerry W. and Anne Heinze Silvis. *Creating and Maintaining Interest in Development Groups: Motivating Leaders to Achieve Objectives*. 1992. University of Illinois at Urbana-Champaign: University Board of Trustees.

General Curricula

1. *Palmetto Leadership*. Accessible at:
<http://www.clemson.edu/cled/palmettoleadership.htm>. Site reviewed 8/2001.
Cooperative Extension Program at Clemson University at Clemson, SC.

Tools

1. *Community Leader Forum*. 1996. Boise: Idaho Rural Development Council.
2. Kaner, Sam with Lenny Lind, Catherine Toldi, Sara Fisk, and Duane Berger. *Facilitator's Guide to Participatory Decision-Making*. 1996. Philadelphia: New Society Publishers.
3. Tropman, John E. *Successful Community Leadership: A Skills Guide for Volunteers and Professionals*. 1998. Washington, D.C.: NASW Press.
4. Hart, Lois B. *50 Activities for Developing Leaders*. 1994. Amherst, MA: HDR Press.

Excluded Groups

❖ Native Americans

Curricula

1. Lewis, Mike. *The Development Wheel: A Workbook to Guide Community Analysis and Development Planning (2nd Edition)*. 1994. Centre for Community Enterprise. Vernon, B.C.: Westcoast Development Group.

Tools

1. *Building Native American Communities, Financial Skills for Families* –

- Participants Workbook*. 2000. VA: First Nations Development Institute with Fannie Mae Foundation.
2. Schnabel, Rudolph and Edward Parmee. *Understanding Community Development: A Guide for Native American Community Leaders and Professionals*. 1981. Western Rural Development Center at Oregon State University.

❖ **Hispanics/Immigrants**

Curricula

1. *Voces de la Comunidad* (Spanish Version). 1993. Callaway, Shirley, Martha Arnold and Patricia Norman, Eds. Cooperative Extension Program of North Carolina A&T State University, Greensboro.

Tools

1. *Handbook for Creating Sustainable Multiethnic Food Producing Communities*. 1998. Iowa State University Extension in Cooperation with the Leopold Center and University of Northern Iowa.
2. Grey, Mark A. *Welcoming New Iowans: A Guide for Citizens and Communities*. 2001. Cedar Falls: University of Northern Iowa.

❖ **Other Racial/Ethnic Minorities**

Curricula

1. Callaway, Shirley, Martha Arnold and Patricia Norman, Eds. *Community Voices: Leadership Development for Community Decision-Making (Vols. 1 and 2)*. 1993. Cooperative Extension Program of North Carolina A&T State University, Greensboro.

Tools

1. Williams, T., Sharon Ramirez, and Steven E. Mayer. *Inclusiveness Assessment Tool: A Tool for Assessing Progressing in Racial and Ethnic Inclusiveness and Cultural Competence*. 1997. Rainbow Research, Inc.

❖ **Low Income Groups**

Curricula

1. *Beyond Welfare Handbook*. 1999-2000. Compiled by Scott Miller and Lois Joy Smidt. Prescott, AZ: Move the Mountain Leadership Center.

Tools

1. *Local Action to Fight Poverty: A Strategic Guide for Community Organizations*. 1998. Vernon B.C.: Centre for Community Enterprise.
 2. Nederveld, Gary with Erica Chung. *Faith & Finances: Helping People Manage Their Money*. 2000. Grand Rapids: MCRC Publications.
 3. Holley, June and Anna Wadia. *Accessing Lucrative Markets*. 2001. New York: Ms. Foundation for Women.
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Sectors

❖ Economic Development

Curricula

1. *South L♦I♦N♦K 2000, Leadership Development in the South*. 2000. Research Training Park, NC: Southern Growth Policies Board and Tennessee Valley Authority.
2. *Stepping Forward: A Guide for Community Leaders*. 1994. Sackville, New Brunswick: Rural and Small Town Program, Mount Allison University.
3. *Vision to Action, Take Charge Too*. 2001. North Central Regional Center for Rural Development at Iowa State University.
4. Lewis, Mike. *The Development Wheel: A Workbook to Guide Community Analysis and Development Planning (2nd edition)*. 1994. Centre for Community Enterprise. Vernon, B.C.: Westcoast Development Group.
5. *Guidebook for Rural Economic Development Training*, SRDC Series No. 112. 1989. Jacqueline F. Tisdale, Editor. Southern Rural Development Center at Mississippi State University.
6. Robinson, Jerry W. *Helping Rural Communities Prepare for Economic Development, Coordinator's Guide*. 1991. University of Illinois at Urbana-Champaign: University Board of Trustees.
7. *Strategies for Rural Development and Increased Access to Education: A Toolkit for Rural Community Colleges*. 2000. Rural Community College Initiative (RCCI) Chapel Hill: MDC Inc.

Tools

1. Okagaki, Alan, Kris Palmer and Neil S. Mayer. *Strengthening Rural Economies: Programs that Target Promising Curriculum of a Local Economy*. 1998. Washington, D.C.: Center for Community Change.
2. Kretzmann, John P., John L. McKnight, and Deborah Puntteney. *A Guide to Mapping Local Business Assets and Mobilizing Local Business Capacities*. 1996. Chicago: ACTA Publications.
3. *Community Builders- A Process for Revitalizing Rural America*. No date. Lincoln, NE: Nebraska Development Academy.
4. *Venture Development Basics: A Workbook*. 1991. Centre for Community Enterprise. Vernon, B.C.: Westcoast Development Group.

❖ Environment

Curricula

1. *Shared Vision Program Manual*. 1994. Battle Creek, MI: WK Kellogg Foundation.

Tools

1. Harker, Donald F. and Elizabeth Ungar Natter. *Where We Live: A Citizen's Guide to Conducting a Community Environmental Inventory*. 1995. Mountain Association for Community Economic Development (MACED). Washington, D. C.: Island Press.

❖ Health Curricula

1. McGinnis, Paul and Jeffrey F. Butler. *Healthy Futures- A Development Kit for Rural Hospitals*. 1991. Boise: Mountain States Health Corporation.

Tools

1. *Community Solutions for Rural Health, Community Decision Making Process and Community Development in Rural Health-Resource Manual*. June 9-14 1996. Boise: Mountain States Group.

❖ Housing

Tools

1. *Breaking Ground, A Beginner's Guide for Nonprofit Developers*. No date. Dallas: Community Affairs Office of the Federal Reserve Bank of Dallas.
2. Naparstek, Arthur J., Dennis Dooley, and Robin Smith. *Community Building in Public Housing: Ties That Bind People and Their Communities*. 1997. Accessible at: http://www.cpn.org/sections/tools/manuals/cb_in_public_housing.html. The Urban Institute/Aspen Systems Corporation.
3. *A Nonprofit Capacity Self-Assessment Workbook for Rural Community-Based Housing Organizations*. 2000. Accessible at: www.ruralhome.org/pubs/workbooks/saworkbook/contents.htm. Housing Assistance Council.
4. *Rebuilding Our Communities, How Churches Can Provide, Support, and Finance Quality Housing for Low-Income Families*. 1992. Monrovia, CA: World Vision.

❖ Public Officials/Policy

Tools

1. *Citizen Participation Handbook: For Public Officials and Other Professionals Serving the Public*. 1989. Laramie, WY: Institute for Participatory Management and Planning (IPMP).
2. Luther, Vicki, and Milan Wall. *The Entrepreneurial Community: A Strategic Leadership Approach to Community Survival*. 1989. Lincoln, NE: Heartland Center for Leadership Development.
3. *Leadership for the Common Good Fieldbook*. 1999. Humphrey Institute of Public Affairs. Minneapolis: University of Minnesota Extension Services.
4. *Survival Guide for Elected Leaders: Essential Skills and Resources for Small Town Officials*. 1994. Washington, D.C.: National Association of Towns and Townships.

❖ Schools Curricula

1. *Strategies for Rural Development and Increased Access to Education: A Toolkit for Rural Community Colleges*. [Rural Community College Initiative (RCCI)] 2000. Chapel Hill, NC: MDC Inc.

Tools

1. Asche, Jane A. and Heidi McGinley. *Creating Successful Rural School/Community/Business Partnerships: Enhancement of Education for Special Needs Students-A Manual for Program Directors*. 1989. Alexandria, VA: The National Association of Partners in Education, Inc.
2. *Learning Leadership: A Curriculum Guide for a New Generation, Grades K-12*. 1996. Center for Political Leadership & Participation at University of Maryland-College Park.
3. Allen, John, Sam M. Cordes, Jeff G. Hart. *Vitalizing Communities - Building on Assets and Mobilizing for Collective Action-Facilitators Guide*. 1999. Institute of Agriculture and Natural Resources Center for Applied Rural Innovation (CARI) at University of Nebraska-Lincoln.
4. Decker, Larry E. and Associates. *Home-School-Community Relations, Trainers Manual and Study Guide (National Review Edition)*. 1994. Mid-Atlantic Center for Community Education and Curry School of Education at University of Virginia- Charlottesville.

❖ Youth Curricula

1. Israel, Glenn D., Thomas W. Ilvento, and Tonya Stringfellow. *Building a Foundation for Community Leadership: Involving Youth in Community Development Projects-SRDC No. 199*. August 1996. Mississippi State University.
2. *Building Community: A Tool Kit for Youth and Adults in Charting Assets and Creating Change*. 2000. Washington, D.C.: National 4-H Council, Innovation Center for Community and Youth Development.
3. *Partners in Community Leadership, Youth and Adults Working Together for Better Communities*. 1993. North Central Regional Center for Rural Development at Iowa State University-Ames.

Table 2. Questions used in coding leadership curricula

1. Degree to which they take a community-based approach
a. Do they take a community, rather than individual, approach to leadership?
b. Do they take an asset or a needs-based approach?
2. Degree to which they focus on poverty reduction.
a. Is poverty reduction mentioned as one of their goals?
b. Do they have an holistic approach to community development (focusing on more than job creation)?
c. Do they have ways of turning individual problems into collective solutions and opportunities?
d. Do they teach ways of building the capacity and empowerment of excluded people within the community?
3. Degree to which they take a strategic approach
a. Do they help leaders develop a strategic vision in the context of community?
b. Do they train leaders to look at alternative ways to reach that vision?
c. Do they link activities to outputs to outcomes in their training?
d. Do they stress “stacking” activities so that there are multiple outputs and multiple outcomes?
4. Degree to which they focus on inclusivity
a. Do they look at cultural and class differences in communication, discovery and learning?
b. Do they teach strategies for incorporating differences?
c. Do they balance building <i>bonding</i> social capital of excluded groups with <i>bridging</i> social capital to others in the community?
d. Do they recognize the problems of the local power structure?
e. Do they present strategies for changing power relationships?
f. Do they help leaders build community organizations that are transparent?
g. Do they help leaders build community organizations that are accountable?
h. Do they help leaders identify and avoid conflicts of interest?
i. Do they help consideration of enlarging the community in terms of both place and interest?
j. Do they build a sense of collective identity?
k. Do they include an explicit plan to move from training to mentoring to self-reliance in community leadership and action?

Table 3. Top Leadership Curricula on Asset-based Community Anti-Poverty Scale

ID	Curriculum and Organization	Subtype	Date	Asset/ Comm/ Anti- poverty	Inclusion	Trans- parency	Strategic Vision
78	South L*I*N*K 2000, Leadership Development in the South Inst. For Community Development, Univ. of M & TVA	Economic Dev.	2000	4	4	4	3
09	Building Communities from the Grassroots Community Development Academy, University of Missouri	General Leadership Dev.	1999	4	4	3	3
02	Beyond Welfare Handbook Move the Mountain Leadership Center	Welfare	2001	4	4	3	2
10	Building Communities from the Inside Out: Asset-Based Comm. Dev. Institute, Northwestern Univ.	Comm. Build./Civic Rnw	1993	4	4	3	1
07	Building Communities for Tomorrow, Facilitator's Guide Iowa State University, University Extension	General Leadership Dev.	1996	4	3	3	3
33	Community Voices (English & Spanish) Cooperative Extension Program	Racial/Ethnic Minorities	1993	4	3	3	2
06	Bldg a Foundation for Comm. Ldrshp: Involving Youth in CD Southern Rural Development Center	Youth	1996	4	2	1	1

Items in Asset-based Community Anti-Poverty Guttman Scale (Coefficient of Scalability of .77.)

- Do they take a community, rather than individual, approach to leadership?
- Do they have an holistic approach to community development (e.g., focusing on more than job creation)?
- Do they take an asset, rather than a needs-based approach?
- Is poverty reduction mentioned as one of their goals?

Leadership Curriculum Evaluation Forms--Asset-based Community Anti-Poverty Scale

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Institute for Community Development, University of Mississippi with Tennessee Valley Authority	
Name of curriculum:	South L♦I♦N♦K 2000	
Manual's Target Audience:	Southern communities, leaders	
Citation:	<i>South L♦I♦N♦K 2000, Leadership Development in the South.</i> 2000. Southern Growth Policies Board. Research Training Park, North Carolina.	
Contact information:	John Harenza, Tennessee Valley Authority, (615) 632-6385; Linda Hoke, Southern Growth Policies Board, (919) 941-5145; Vaughn Grisham, University of Mississippi, (601) 232-7428. Southern Growth Policies Board, PO Box 12293, Research Triangle Park, NC 27709; ph – 919/941-5145.	
Format (e.g., website, 3-ring binder):	3-ring, 282 pages	

Abstract

South L♦I♦N♦K 2000 is a nine-month program designed to help southern communities and leaders design and initiate a leadership program in their community. The program holds two, 2-day retreats (one at the beginning and end of the program), and a scattering of seven meetings throughout the other seven months. The curriculum draws many of its ideas and approaches from successful leadership programs, economic developers, and researchers. The program is presented in a strategic planning framework with an anticipated end result of creating a regional pool of leaders drawing from the talents of all people from all walks of life in the community including women, youth, the elderly, and minorities.

The program is presented through several chapters, 10 of which deal directly with various aspects of leadership and leadership skills. Each of the 10 chapters provides a background on the subject area, exercises to reinforce concepts covered in the chapter, and identifies additional resources to tap into. Chapter 3 pertains directly to leadership. It details the basic principles of leadership, particularly for economic development. These principles include that: leadership is situational; there is no one best leadership style; team oriented leadership is required to deal with ongoing and rapid change; leaders who can accurately determine constituents' abilities can only successfully apply the team approach. The chapter includes numerous worksheets to help identify leadership styles, characteristics and team styles and characteristics.

Assessment

Overall, *South L♦I♦N♦K 2000* has much to offer to communities wanting to develop a leadership program(s). The curriculum is well organized, with the plan of the program laid out with clarity. Text includes sample letters and forms to get the ball rolling, the mindfulness needed when selecting the Steering Committee – a cornerstone to the program, and sample curricula with session-by-session guides to present curricula, and includes a sample evaluation questionnaire for the last retreat. Although it does, in passing, allude to development of an awareness of politics and power, the material is light on conflicts-of-interest, how to change or work with power, and laying out more specifically how the traditionally overlooked groups are integrated into the community as a whole.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Community Development Academy	
Name of curriculum:	<u>Building Community from the Grassroots</u>	
Manual's Target Audience:	Leaders	
Citation:	<i>Building Communities from the Grassroots</i> . Community Development Academy. University of Missouri, Extension.	

Community-Based Capacity Building

Contact information:	University of Missouri, Columbia Extension – names from text: Mary Simon Leuci, Donald W. Littrell, Doris Littrell, Jerry Wade
Format (e.g., website, 3-ring binder):	3-ring, 300+ pages
Web address:	

Abstract

Building Communities from the Grassroots is a comprehensive document on community development and leadership. There are articles on theory, case studies of community planning, and discussions of social capital, building coalitions, and asset mapping. Numerous worksheets, exercises, diagrams, and even a slide presentation guide are included to get their message across. The intent of the course, which is taught in a 3-day workshop, is multi-faceted. One is to enhance the capability in people to be both a positive force and a leader in local development. Another is to enhance the development capability to create, build, and sustain ventures and communities. A third intent is for the community to recognize and acknowledge leadership and become more effective in helping communities and neighborhoods develop their future and to mobilize combine and use diverse resources for their development. Finally, *Building Communities from the Grassroots* is structured to help people learn to work collaboratively and to help community develop effective partnerships at the local and state levels. Regarding leadership development, the authors review and instruct participants primarily on the EXCEL approach.

Emergent community development and leadership is compared and contrasted to traditional forms of development. The result characterizes the traditional way as rule based, regulated, and removed from citizens in the community resulting in programs and plans developed by ‘experts’ and handed to the community to follow. The new way is more inclusive culling the participation of all community members in community development – including people on the fringe of society. In the new scenario, the residents take charge of their future and consider the governmental sector working in partnership with community for development. Still another difference is developing community in a holistic way where considerations of all the things making up a community are important for a strong sustainable future.

	Reviewer: Victor Raymond/Jan Flora Whole Community
Organization producing curriculum:	Move the Mountain Leadership Center
Name of curriculum:	Beyond Welfare Handbook and “Building Consumer Leadership Teams”
Manual’s Target Audience:	People who are on welfare, middle class supporters
Citation:	<i>Beyond Welfare Handbook</i> [Compiled by Scott Miller and Lois Joy Smidt], Move the Mountain Leadership Center, Prescott, AZ, 2000-2001, 165 pp., and Miller, Scott, and Lois Joy Smidt <i>Building Consumer Leadership Teams to Support Community-Led Welfare Reform</i> , Move the Mountain Leadership Center, Prescott, AZ, 1999-2000, 22 pp,

Contact information:	Move the Mountain Leadership Center HC 30, Box 932C, Prescott, AZ 86305 Scott Miller – 515-232-9285, and Lois Smidt 515-233-6851
Format (e.g., website, 3-ring binder):	3-ring Binder (handbook) and spiral binder (<i>Building Consumer Leadership Teams</i>)
Web address:	http://www.movethemountain.org/beyond_welfare.html Accessed 6/21/01
Abstract	
<p>The <i>Beyond Welfare Handbook</i> is partly curriculum and partly case study and resource guide. It is the product of a pilot project in Ames, Iowa for development of family self-sufficiency among those making the transition from welfare to work. The core of the program is a Consumer Leadership Team consisting of consumer of welfare services and their allies. The CLT meets weekly, alternating between the topics of advocacy and self-sufficiency. Each “consumer” is supported by a mentor family, and has access to a “Circle of Support,” a problem-solving group that intervenes in times of crisis with suggested solutions and assistance in linking the consumer with appropriate resources for resolving the crisis. There is also a Transportation Team, consisting of volunteers from various churches, a Jobs Team that develops linkages to potential employers, a Child Care Team that scouts out and advocates for affordable quality child care, and an Advocacy Team that supports the CLT in its advocacy effort, particularly at the state level. In addition, linkages have been established with a Community Supported Agriculture group that provides subsidized shares of locally grown vegetables to welfare-to-work families, a community land trust that would include affordable rental and owner-occupied housing (has not yet purchased land). The <i>Handbook</i> provides a case study of this decentralized and collaborative effort as well as basic principles for organizing the various components. Only the “Building consumer Leadership Teams” can be considered to be a true how-to manual. It provides an overall blueprint of how to recruit welfare consumers and how to organize the CLT meetings, with appropriate exercises and helpful hints for preparing the consumers and their allies (mentors and Circle-of-Support members) for their new relationship with one another.</p> <p>The entire project is quite labor intensive and depends on both paid staff and volunteers. State SRS or DHS programs and progressive foundations are appropriate sources of funds beyond the in-kind and cash contributions of local churches and other civil society associations.</p>	
Assessment	
<p>The Beyond Welfare approach focuses directly on poverty alleviation through community organizing and through building strategic alliances within the community and beyond. It also focuses on leadership training for those in transition off welfare so that they may become involved members of their communities. The perspective also involves networking with other programs in the community that deal with different facets of poverty, all of which need to be going in the same direction in order for families to permanently leave poverty, and not just get off welfare. The <i>Handbook</i> is in the process of becoming. For instance it includes the Table of Contents of a Self Sufficiency Planner that is presently being written. Missing elements are wealth-building and educational components.</p>	

	Reviewer: Victor J. Raymond	Whole Community
Organization producing curriculum:	Asset-Based Community Development Institute, Center for Urban Affairs and Policy Research at Northwestern University	
Name of curriculum:	Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets.	
Manual's Target Audience:	"...for people working in communities and struggling to understand how best to capture the potential of all citizens." (and) "...for community-building practitioners."	
Citation:	Kretzmann, John P., and John L. McKnight. <i>Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets</i> . Chicago: Acta Publications, 1993.	
Contact information:	Asset-Based Community Development Institute. Institute for Policy Research. 2040 Sheridan Road, Northwestern University Evanston, Illinois, 60208-4100, 847-491-8711 or ACTA Publications 4848 North Clark Street, Chicago, IL 60640. Ph: 800-397-2282	
Format (e.g., book, 3-ring binder):	376 page book; (several booklets; one video: see <i>Tools</i>)	
Web address:	http://www.northwestern.edu/IPR/abcd/ Accessed 2/12/01	
Abstract		
<p>From the website: "Across the United States, many communities are in trouble. In our cities, economies sputter, social ties weaken, and political power fades. But everywhere, creative local leaders are fighting back, rebuilding the neighborhoods and communities. And they are succeeding by starting with what they have. In the face of diminished prospects for outside help, they are turning first of all to their neighbors and to the local citizens associations and institutions that lie at the heart of their community." This guide to what the authors call "asset-based community development" emphasized individual, associational, institutional, and community assets. The titles of the chapters are indicative: "Releasing individual capacities," "Releasing the power of local associations and organizations," "Capturing local institutions for community building," and finally, "Rebuilding the community economy." Only when local assets are mobilized at these different levels are resources sought from the outside. The approach is a community organizing approach because it starts from the grassroots and works upward. The asset-based approach ensures that excluded groups are included.</p>		
Assessment		
<p>The asset-based grassroots approach is quite attractive, and is a needed corrective of top down approaches. The concern with inclusion and with poor communities are also positive features. While the gathering of information about the assets of each member of</p>		

the community is laudable and has a dual purpose—to document those assets and to generate hope among people who sometimes have little to spread around. Since such information is gathered by community members and not outsiders, it also serves to strengthen the commitment of those gathering the data. However, the indiscriminate gathering of information about assets could have the opposite effect: the massiveness of the data gathering and archiving process could lead to the demobilization of the grassroots when people see no immediate results from having gathered that information. “If I have all these documented personal skills, why am I not being called upon to help the community?” The main handbook as well as the smaller guides (listed below) spend a great deal of time discussing the methodology to use in compiling the assets at the different levels, but little time, except anecdotally, discussing how the information might be used. This shortcoming is related to the weakness in the planning process. The additive approach, which starts at the individual level, then goes to associations to institutions to the community as a whole, does not encourage efficient use of resources. See the individual skills or capacity inventory on the web at <http://www.northwestern.edu/IPR/abcd/abcdci.html>) and does not necessarily contribute to activities that focus on pre-established community goals.

Promising tools to follow up on

[A Guide to Mapping and Mobilizing the Economic Capacities of Local Residents \(1996\)](#)

[A Guide to Mapping Local Business Assets and Mobilizing Local Business Capacities \(1996\)](#)

[A Guide to Mapping Consumer Expenditures and Mobilizing Consumer Expenditure Capacities \(1996\)](#)

[A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents \(1997\)](#)

[A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities \(1997\)](#)

[A Guide to Creating a Neighborhood Information Exchange: Building Communities by Connecting Local Skills and Knowledge \(1998\)](#)

[City-Sponsored Community Building: Savannah's Grants for Blocks Story \(1998\)](#)

[Newspapers and Neighborhoods: Strategies for Achieving Responsible Coverage of Local Communities \(1999\)](#)

[A Guide to Mapping and Mobilizing the Associations in Local Neighborhoods \(1999\)](#)

[Leading by Stepping Back: A Guide for City Officials on Building Neighborhood Capacity \(1999\)](#)

Luther Snow, [The Organization of Hope: A Workbook for Rural Asset-Based Community Development](#) (2001)

[Ourbook is Yourbook: Thinking About Community Building and Asset Mapping](#) (2000). This is a Canadian-oriented derivation of the work of Mcknight and Kretzmann. The book (available online www.cbr-aimhigh.com/main/Our_Book_Textonly.htm) provides lessons gleaned from the application of the asset based development approach to various community projects, and offers a summary of the asset based philosophy.

Community-Based Capacity Building

	Reviewer: Liz Manion	Whole community
Organization producing curriculum:	Iowa State University, University Extension	
Name of curriculum:	Building Communities for Tomorrow, Using Information to Build a Better Community	
Manual's Target Audience:	Building Communities for Tomorrow program participants	
Citation:	<i>Building Communities for Tomorrow, Facilitator's Guide</i> . 1996. Iowa State University Extension to Communities. Iowa State University; Ames, Iowa.	
Contact information:	ISU Extension	
Format (e.g., website, 3-ring binder):	3-ring binder, 250+ pages	
Web address:		
Abstract		
<p>The BCT Facilitator's Guide is a compilation of carefully selected articles, methods, and exercises that are matriculated into a comprehensive and 'meaty' Guide for community development. Even so, it does fall short on the topic of power – who has it, how to get it, how to use it, and conflict of interest. Power is discussed, but only in terms of identifying power 'units' in the community. Except in one or two parts of the text, leadership development is not specifically mentioned but it is implied throughout the guide.</p>		

	Reviewer: Jan Flora	Whole Community
Organization producing curriculum:	Cooperative Extension Program, N.C. A&T State University and W.K. Kellogg Foundation	
Name of curriculum:	<i>Community Voices: Leadership Development for Community Decision-Making</i>	
Manual's Target Audience:	Emerging Leaders, particularly from minority or disadvantaged communities	
Citation:	Callaway, Shirley, Martha Arnold and Patricia Norman, Eds. 1993. <i>Community Voices: Leadership Development for Community Decision-Making</i> . Vols. 1 and 2. Cooperative Extension Program, North Carolina A&T State University, Greensboro.	
Contact information:	Cooperative Extension Program North Carolina A&T State University P.O. Box 21928 Greensboro, NC 27420 (919) 334-7008	
Format (e.g., website, 3-ring binder):	Books (8 ½ x 11)/ 2 Volumes	

Web address:	
Abstract	
<p>This detailed 15-week (with one two-hour session per week) leadership course is aimed at emergent leaders, particularly those from minority or disadvantaged communities. The purpose is to identify issues within the community and to train the participants in the organizational skills needed to solve those issues. It utilizes a mentoring approach—both at the organizational and the individual level. A sponsoring organization is chosen and existing leaders serve as co-facilitators for the program. The program is divided into two approximately equal parts. The first seven weeks focus on developing collective leadership skills, which includes a visioning process, and the last eight weeks involve choosing and organizing to carry out an action project. The following mechanisms are used for teaching skills: going around (a device for ensuring that all participate), role-playing, and consensus decision-making. It differs from traditional leadership programs in that it focuses on recruiting unconventional emergent leaders, it maintains a community focus throughout, and it is action oriented. The two-volume training manual is quite detailed and contains useful exercises. The <i>Implementation Guide</i> (cited below) provides a useful overview and instructions for the facilitators.</p>	
Assessment	
<p>This is a useful curriculum. It has been translated into Spanish (see reference below), but it needs some adaptation to be appropriate for a group of immigrants within a dominant Anglo community. In particular, the relation between emergent and existing leaders and the sponsoring organization may need to be rethought, particularly in communities where there is on long-standing Latino or other immigrant population. The curriculum is implicitly designed for a situation where there is such long-standing minority leadership.</p>	
Other references in the series:	
<ul style="list-style-type: none"> - Callaway, Shirley, Martha Arnold, and Patricia Norman, Eds. 1993. <i>Community Voices: Leadership Development for Community Decision-Making: Program Implementation Guide</i>. Cooperative Extension Program North Carolina A&T State University, Greensboro. - Callaway, Shirley, Martha Arnold, and Patricia Norman, Eds 1993. <i>Community Voices: Leadership Development for Community Decision-Making: Introduction to the Program and to Participatory Training</i>. Cooperative Extension Program North Carolina A&T State University, Greensboro. - <i>Voces De La Comunidad: Un Programa de Desarrollo y Entrenamiento para Futuros Lideres</i>. n.d.. Programa de Extension Cooperative de Prairie View A&M University. 	

	Reviewer: Jan Flora	Whole Community
Organization producing curriculum:	Southern Rural Development Center	
Name of curriculum:	Building a Foundation for Community Leadership: Involving Youth in Community Development Projects	
Manual's Target Audience:	Extension agents, high school teachers, adult leaders of youth organizations	

Citation:	Israel, Glenn D., Thomas W. Ilvento, and Tonya Stringfellow, <i>Building a Foundation for Community Leadership: Involving Youth in Community Development Projects</i> , SRDC No. 199, Mississippi State, MS: August 1996, 490 pp.
Contact information:	Glenn D. Israel, Agricultural Education and communication, University of Florida, or Bo Beaulieu, Director, SRDC, Box 9656, Mississippi State, MS 39762
Format:	Printed manual in 3-ring binder
Abstract	
<p>The program takes a service learning approach to involving students or members of youth organizations in conducting a needs assessment, and designing and implementing a community development project. This is definitely a “learn by doing” approach to youth leadership development. The project works best if the service-learning experience is integrated into the school curriculum, is spearheaded by an enthusiastic teacher, and has strong support from school administration. The manual is tailored for a school-in-the-community effort, and would have to be adapted for use by non-school-based youth organizations, such as 4-H or Scouts. The authors recommend taking two years to implement the three phases of the project: a) learning about the community, b) planning and conducting a community needs assessment survey, and c) designing and implementing a community development project. The authors recommend using a human ecology approach to study of the community (the POET variables: population, organization, environment, and technology), and include “A Primer on Community” that outlines how students or other young people might go about researching the characteristics of their community using secondary data sources, such as the U.S. Census of Population and Housing. The manual presents templates of tables that elucidate population characteristics, information on gathering community maps and making community facilities and resource maps (this gets at technology and perhaps environment), tips on doing key informant interviews on community history and recent community issues and actions (organizational component). A step-by-step process for designing and implementing the needs survey is provided, complete with templates for timelines, a generic community needs survey, concrete suggestions for construction of the survey, tips on publicity, and a “mini-course” on sampling, techniques for interviewing, and turning data into results. In the final phase, students research the feasibility of various projects designed to satisfy the needs identified, and choose one issue/project to carry out. With assistance and material support from adult community leaders and organizations, they implement the project, using the traditional Extension community action model. Throughout the curriculum, bullet pages from which the teachers/coordinators can make overheads templates are presented.</p>	
Assessment	
<p>This is an appealing curriculum. It builds community youth leadership in non-explicit, but effective manner. The strong sociological content of the curriculum, particularly of the “learning about your community” part may require a training program for teachers or adult leaders of youth organizations implementing this service-learning approach. Of course, the manual could be adapted for different organizational settings. NGO or Extension professionals could make other changes; for instance, those who are uncomfortable with a needs approach could change the second phase to an asset-based survey. While not oriented explicitly to poverty awareness or reduction or to inclusion, it focuses on building community leaders from a very neglected group—youth.</p>	

Table 4. Rankings of Leadership Curricula on Inclusion/Empowerment

ID	Curriculum and Organization	Subtype	Date	Inclusion	Asset/ Comm/ Anti- poverty	Trans- parency	Strategic Vision
78	South L?I?N?K 2000, Leadership Development in the South Inst. For Comm. Dev., Univ. of MI & TVA	Economic Dev.	2000	4	4	4	3
09	Building Communities from the Grassroots Community Development Academy, University of Missouri	General Leadership Dev.	9999	4	4	3	3
02	Beyond Welfare Handbook Move the Mountain Leadership Center	Welfare	2001	4	4	3	2
10	Building Communities from the Inside Out: Institute for Policy Research	Comm. Build./Civic Renewal	1993	4	4	3	1
65	Organizing for Social Change, Manual for Activists Midwest Academy	Community Organizing	2001	4	3	4	3

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27	Community Leadership Development Michigan State University Extension	General Leadership Dev.	1998	4	3	3	3
28	Community Leadership Program JW Fanning Institute for Leadership	General Leadership Dev.	2001	4	2	3	3

Items in Inclusion/empowerment index (based on factor with a Cronbach's alpha of .78):

- Does the curriculum teach strategies for incorporating differences?
- Does it include an explicit plan to move from training to mentoring to self-reliance in community leadership and action?
- Do it balance building *bonding* social capital of excluded groups with *bridging* social capital to others in the community?
- Does it present strategies for changing power relationships?

Leadership Curriculum Evaluation Forms- Inclusion/Empowerment

	Reviewer: Victor Raymond	Whole Community
Organization producing curriculum:	Midwest Academy	
Name of curriculum:	Organizing for Social Change	
Manual's Target Audience:	Leaders and staff of citizen and community groups	
Citation:	Organizing for Social Change : Midwest Academy : Manual for Activists, <i>Kim Bobo, Jackie Kenoall, Steve Max, Kimberly A. Bobo, Paperback 3rd edition (May 2001)</i> Seven Locks Press	
Contact information:	Midwest Academy 28 E. Jackson St. #605, Chicago, IL 60604 P. (312) 427-2304, F. (312) 427-2307 mwacademy1@aol.com	
Format (e.g., website, 3-ring binder):	Softcover Book, 426 pages.	
Web address:	http://www.midwestacademy.com/ Accessed 6/20/01	
Abstract		
<p>This book is the training manual used by the Midwest Academy, and is a handbook on the fundamental of direct action organizing. This curriculum is designed to pass on the lessons learned in the founder's involvement in social movements, to provide organizers with a political and economic context, and to teach the skills for effective organizing. "The program is premised on building a network across many different kinds of organizations where activists could share their experiences, develop relationships, and shape a vision not bound by the limitations of any one form of organizing."</p> <p>After an engaging preface, this handbook is organized into the following parts. Part I presents general principles of organizing and includes information about how to choose an issue, how to develop a strategy, and how to design and action. Part II is about specific organizing skills such as recruiting, developing leadership, designing a workshop, and using the media. Part III is about how to develop support for a direct action community organization, and offers information on grassroots fundraising, using computers for organizing, and financial and legal matters. Finally, Part IV is a collection of selected resources including print materials, training videos, and songs.</p>		

In addition to this handbook, the Academy also offers its training program in the form of a five-day session, limited to approximately twenty-five to thirty-five students with two or three instructors. Students come from a wide variety of backgrounds and organizations. Weekend and one-day sessions specifically designed for an organization, are available on a contract basis, as is Academy consulting.

Assessment

This is a very well organized and focused handbook that would be a valuable asset to any individual or group interested in forming a direct action community organization. This material could also be useful to community organizations interested in reviewing and/or improving their approach to direct action.

This handbook considers visioning, planning, and tactical development vital to effect change, and therefore emphasizes strategic planning. Strategic planning is related to another emphasis, the recognition of power relations, because power relations work to prevent change, and can only be confronted by organizations with clear and sound goals, plans, and tactics. The objective of this curriculum is the empowerment of community members through the development of their skills and resources, to bring about positive change in their everyday lives. Based on this objective, the book is very effective in terms of the scope and audience for which it was written.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Michigan State University Extension	
Name of curriculum:	Community Leadership Development	
Manual’s Target Audience:	Community based workers, volunteer coordinators, grassroots organizers, educators	
Citation:	Ramsay, Kristin with Bill Reed and Cela Vanderbery. <i>Community Leadership Development</i> . Michigan State University Extension: Michigan, © 1998.	
Contact information:	Arlen Lehom, Director, MSU Extension, East Lansing, Michigan 48824	
Format (e.g., website, 3-ring binder):	Spiral bound, 54 pages	
Web address:		
Abstract		
<p><i>Community Leadership Development: A Guide for People Who Want to Make a Difference</i> identifies the important factors making up a strong community and provides examples of each the goals or ideas through experiences gathered from numerous community members and community projects across Michigan from 1994 through 1998.</p> <p>KEY WORDS: community (values diversity, identifies and builds upon shared interest and values, honors heritage, embraces its future</p>		

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and cares for its members), **leadership** (shared responsibility, fostering collaboration, action oriented), **development** (bolstering local capacity, issues-based but not issue-bound, offers a context for learning); **long-term process.**

	Reviewer: Victor Raymond	Whole Community
Organization producing curriculum:	J.W. Fanning Institute for Leadership	
Name of curriculum:	Community Leadership Program	
Manual's Target Audience:	Neighborhood and community leaders	
Citation:	<i>Community Leadership Program</i> , [http://www.fanning.uga.edu/curricula/clp/clp.htm], J.W. Fanning Institute for Leadership, The University of Georgia, 2001.	
Contact information:	J.W. Fanning Institute for Leadership 1234 S. Lumpkin Street The University of Georgia Athens, GA 30602-3552 706/542-1108 706/542-7007 (fax) information@fanning.uga.edu	
Format (e.g., website, 3-ring binder):	Webpage, (several workbooks are available)	
Web address:	http://www.fanning.uga.edu/curricula/clp/clp.htm Accessed 6/20/01	
Abstract		
<p>UGA Fanning Institute's <i>Community Leadership Program (CLP)</i> emphasizes basic leadership skills development for community leadership audiences. This is a skills-based, action-oriented training program, and the curriculum typically spans an eight- to twelve-week period encompassing some 25 hours of instruction offered to participants at nominal fees. Depending on community preference, programs may be co-sponsored through local chambers of commerce; neighborhood planning groups; nonprofit community, civic or professional organizations; or your local Cooperative Extension Service staff. The curriculum has a flexible, modular design that can be adapted and customized for a particular locale.</p> <p>The curriculum is divided into the following modules, which are designed to be taught in two-hour segments in the sequence presented. Core Modules are indicated with a * while associated topics (taught by experts) are indicated with #: *Understanding Leadership, *Community Socio-demographics, *Effective Communication, *Understanding Values, #Valuing Community Diversity, *Group Dynamics, #Conducting Successful Meetings, #Group Problem Solving and Decision Making, #Managing Conflict, *Local Government, #Community Leaders' Role in Local Economic Development, and *Building Communities Through Partnerships and</p>		

Collaboration. Training materials are packaged as a *Participant Workbook*, available to participants at a nominal fee. To assure continuity among classes, the *Instructor Guide* contains teaching materials for all modules.

Assessment

This curriculum was created specifically for neighborhood and community leaders. The strength of this curriculum lies in its organization, content, and flexibility. It would be of use to a range of people from community professionals to grassroots, civic organizations. A potential weaknesses of the curriculum is that it does not address power relations, and the role such relations play in stalling change or shaping change that does occur. The impact of well-designed leadership program such as this is likely to be limited if issues of power are not officially recognized and addressed.

Table 5. Top Leadership Curricula on Transparency Scale

ID	Curriculum and Organization	Subtype	Date	Trans- parency	Asset/ Comm/ anti- poverty	Inclusion	Strategic Vision
78	South Leadership 2000, Leadership Dev. in the South Inst. For Comm. Dev., Univ. of MS & TVA	Economic Development	2000	4	4	4	3
65	Organizing for Social Change, Manual for Activists Midwest Academy	Comm. Organizing	2001	4	3	4	3
84	Tomorrow's Leaders Today, Resource Notebook NCRCRD	General Leadership Dev.	1993	4	3	1	2

The Transparency Guttman Scale (Coefficient of Scalability =) consists of the following items:

- Do the authors recognize the problems of the local power structure?
- Does the curriculum help leaders build community organizations that are transparent?
- Does it help leaders identify and avoid conflicts of interest

Leadership Curriculum Evaluation Forms - Transparency

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Iowa State University	
Name of curriculum:	Tomorrow's Leaders Today	
Manual's Target Audience:	Rural communities	
Citation:	<i>Tomorrow's Leaders Today, Resource Notebook.</i> Iowa State University, University Extension, 1993.	

Contact information:	Steve Padgitt, Iowa State - University Extension / 303 Design. Iowa State University. Ames, Iowa 50011, ph: 515-294-8397.
Format (e.g., website, 3-ring binder):	3-ring binder, ~ 300 pages
Web address:	Curriculum is not on web.
Abstract	
<p><i>Tomorrow's Leaders Today (TLT)</i> was designed to help residents of small communities discover and develop their leadership potential so that they might contribute to economic development and revitalization. The explicit assumption is that economic growth will enhance overall quality of life and improve community well-being. The program is designed to build community cooperation by enlisting participation from "clusters" of neighboring communities committed to sharing resources and working toward common goals through an 11-session curriculum spanning nine months. Each of the eleven sessions targets some aspect that is considered essential to community building including self-evaluation, community evaluation regarding assets and needs, and the development of a strategic vision. Sessions six through eleven are customized to reflect local needs and specific projects. The TLT program involves more than 40 hours of instruction conducted by various speakers and panel participants.</p> <p>The TLT program purports to promote leaning by doing and to link knowledge, skill building, and practice in each session. Cooperation and networking are emphasized over competition, and this is reflected in the program's third objective: to provide continuing education to graduates willing to share their expertise in their own and neighboring communities.</p> <p style="text-align: center;">Assessment</p> <p>TLT is designed for anyone in the rural communities in which it is offered. Participants should be committed to participating (and paying at least \$25) in the entire program, and desire to develop her/his leadership skills to ultimately contribute to the economic development of the community. The program literature is very well organized into sessions, which are a mixture of practical, motivational, and action oriented components.</p> <p>This curriculum seems to be useful in regards to its stated objectives of leadership education and development, and community cooperation for the purpose of economic development. A shortcoming of TLT is that it does not address issues of inclusivity. As such, one might question whether the strategic plans that emerge from this program will benefit the wider community, or just those with the interest and capacity to attend this program. Moreover, perhaps a more fundamental concern with TLT is its operating premise that economic growth and community improvement are synonymous. Defining quality of life and community health in the narrow terms of economic growth may obscure alternative definitions and avenues of community development.</p>	



Table 6. Top Leadership Curricula on Strategic Vision

ID	Curriculum and Organization	Subtype	Date	Strategic Vision	Asset/Comm/Anti-poverty	Inclusion	Transparency
78	South L?I?N?K 2000, Leadership Development in the South <u>Inst. For Community Development, Univ. of MI & TVA</u>	Economic Development	2000	3	4	4	4
09	Building Communities from the Grassroots <u>Community Development Academy Univ. of Missouri</u>	General Leadership Development	1999	3	4	4	3
07	Building Communities for Tomorrow, Facilitator’s Guide <u>Iowa State University, University Extension</u>	General Leadership Development	1996	3	4	3	3
65	Organizing for Social Change, Manual for Activists <u>Midwest Academy</u>	Comm. Organizing	2001	3	3	4	4
27	Community Leadership Development <u>Michigan State University Extension</u>	General Leadership Development	1998	3	3	4	3
42	Future Search: Finding Common Ground in Orgs and Comm. M. Weisbord and S. Janoff (authors)	General Leadership Development	2000	3	3	3	3
77	Skill Building for Stronger Communities Heartland Center for Leadership Dev.	Comm. Build./Civic Renewal	1999	3	3	3	3
88	Vision to Action, Take Charge Too <u>NCRCD</u>	Economic Development	2001	3	3	3	3
14	Building Local Leadership	General Leadership	1994	3	3	3	2

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		Development					
<u>Heartland Center for Leadership Dev.</u>							
38	Entrepreneurial Community: Strategic Approach to Community Survival <u>Heartland Center for Leadership Development</u>	Public Officials/Policy	1989	3	3	2	3
79	Stepping Forward: A Guide for Community Leaders <u>Rural/Small Town Programme., Mt. Allison University</u>	Economic Development	1994	3	3	2	3
89	Vitalizing Communities - Bldg on Assets/ Mobilizing for Action <u>Ctr. for Applied Rural Innovation, University of Nebraska</u>	Comm. Building/Civic Renewal	1999	3	3	2	3
54	Leadership Excellence and Dynamic Solutions (LEADS) <u>Kansas State University, Extension Service</u>	General Leadership Development	1999	3	3	2	2
28	Community Leadership Program <u>JW Fanning Institute for Leadership</u>	General Leadership Development	2001	3	2	4	3

The strategic vision factor (Cronbach's alpha = .83) from which these scores are derived consisted of three items:

- Does the curriculum help leaders develop a strategic vision in the context of community?
- Does it train leaders to look at alternative ways to reach that vision?
- Does it link activities to outputs to outcomes in their training?

Leadership Curriculum Evaluation Forms-- Strategic Vision

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Marvin Weisbord and Sandra Janoff	
Name of curriculum:	Future Search – (conference style program)	
Manual’s Target Audience:	Communities, community stakeholders	
Citation:	Weisbord, Marvin and Sandra Janoff. <i>Future Search: An Action Guide to Finding Common Ground in Organizations & Communities</i> , 2 nd ed. San Francisco: Berrett-Koehler Publishers, 2000.	
Contact information:	To fill out an online request for information, go to: http://www.futuresearch.net/fsnetwork/request.htm	
Format (e.g., website, 3-ring binder):	book, 265 pages	
Web address:	http://www.futuresearch.net/fsnetwork/index.htm	
Abstract		
<p><i>Future Search</i> (FS) is a 3-day conference style process designed for experienced and emerging leaders help communities and organizations move toward creating a common vision as well as toward actually beginning to realize that vision. The underlying goal of a future search is to enable people to find common ground. If you really want to make a breakthrough, Weisbord states, then finding common ground is what has to be done. Finding common ground is a key element to the success of a future search; there are three main principles needed to establish common ground. First, participants must include a “significant” cross section of the community. This means including people with authority and people who are powerless, people with resources, people who are poor, people affected by an issue but have no one to tell, and people with knowledge and skills but no place to use them. Second, it is important to identify and discuss issues in a global context, focusing on the possibilities rather than solving problems or managing conflicts. Finally, FS facilitators must work with the participants to do this in a way that people manage their work themselves so that they can take responsibility for what they think, do, say, and what they agree to.</p> <p>Much of the book is devoted to explaining the Future Search philosophy, and how to prepare for, facilitate, and participate in a FS conference. The book closes with appendices, which provide tips (supplies, room arrangement, etc), example forms for action plans, group strategic planning exercises, and example agendas.</p>		

Assessment

The Future Search approach seems very useful for bringing stakeholders together in an open and egalitarian setting to dialogue on issues and formulate action strategies. As the authors note, a FS conference is not the forum for conflict resolution, rather it is a holistic approach to strategic planning that stresses inclusivity, viewpoint diversity, goal development based on what stakeholders have in common. Facilitators play a very limited role because the process is designed to be participant driven and flexible.

Because the FS process is so participatory and flexible and because it operates with a substantial number of participants (ideally according to authors about 64) solid preparation and effective facilitation are important to keep the process on track. Moreover, this program cannot make up for ineffective organizational or community leadership or compel accountability, and while not shortcomings, such issues may indicate limitations of the program.

Promising References

Discovering Common Ground--How Future Search Conferences Bring People Together to Achieve Breakthrough Innovation, Empowerment, Shared Vision, and Collaborative Action, by Marvin Weisbord and 35 international co-authors

Case studies showing theory in action from around the world. Provides underlying theory, research, practical applications, and general guidelines for successful conferences. 444 pages, Berrett-Koehler, 1992.

List price: \$28.95 plus \$4.95 shipping. (Available from Future Search Network: Please contact Sally Theilacker , fsn@futuresearch.net or 800.951.6333 to order)

Promising Tools

Videos (Available from Future Search Network: Please contact Sally Theilacker, fsn@futuresearch.net or 800.951.6333 to order):

Discovering Community--A Future Search as a Springboard for Action in Santa Cruz County

A 30 minute Blue Sky Productions video documenting a future search around affordable housing conducted by Marvin Weisbord and Sandra Janoff in Santa Cruz California.

List price: \$50.00 plus \$4.95 shipping.

The Children of Southern Sudan

A 30 minute Blue Sky Productions video documenting a UNICEF-sponsored future search with Sudanese children and adults to address the crisis of losing a generation of children to the turmoil of a brutal civil war. *List price:* \$35 plus \$4.95 shipping.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Heartland Center for Leadership Development	
Name of curriculum:	Skill Building for Stronger Communities	
Manual's Target Audience:	Community, community leaders	
Citation:	<i>Skill Building for Stronger Communities</i> . Heartland Center for Leadership Development. Lincoln, Nebraska, copyright 1998; update 1999.	
Contact information:	Heartland Center for Leadership Development. 941 "O", Suite 920. Lincoln, Nebraska, 68508.	
Format (e.g., website, 3-ring binder):	3-ring	
Web address:		
Abstract		
<p><i>Skill Building for Stronger Communities</i> is a 3-day seminar designed for community leaders to help them build better communities. In the first day, participants are introduced to the community concepts of social capital and public life, capacity building approach to rural development, and the development of entrepreneurial social infrastructure. The article on Social Capital considers social capital to be a "public good" which typically consists in ties, norms, and trust transferable from one societal setting to another. Social capital is also considered essential in sustaining community life. The article discussing Capacity Building states that sustaining and improving communities will occur through skills development, local resources, and the attitudes of residents about capacity building. Capacity building results in a shared view of the future, a strategic community agenda, the better use of resources, and increases the effectiveness of community associations. The third article discusses the social infrastructure communities need to build successful community endeavors. Characteristics of the entrepreneurial social infrastructure include; attention to the process, considering alternatives to reach a goal, development of diverse and inclusive networks, lateral and vertical learning, flexibility, and inclusion of permeable boundaries. These characteristics are based trust, reciprocity, networks, and collective action going even further to define the entrepreneurial social infrastructure needed.</p> <p>The second day includes ways to avoid community polarization, dealing with the media and development of community goals. The last day provides a number of ways for the community to move towards reaching their goals through agreed upon decision-making</p>		

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procedures, civil discussions, and ensuring that voices of a community are heard.

The text is well organized and straightforward on what will be taught during the seminar. All participants receive a workbook, and a toolkit of materials that can be used in developing community/social capital.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	NCRCRD – North Central Regional Center for Rural Development	
Name of curriculum:	Vision to Action, Take Charge Too	
Manual’s Target Audience:	Practitioners and educators working directly with communities or organizations	
Citation:	<i>Vision to Action, Take Charge Too</i> . North Central Regional Center for Rural Development at Iowa State University: Ames, Iowa, 2001.	
Contact information:	Gary Green, University of Wisconsin, Dept of Rural Sociology. Ph (608) 262-9532. email gpgreen@facstff.wisc.edu	
Format (e.g., website, 3-ring binder):	3-ring binder, 160 pages	
Web address:	www.ncrcrd.iastate.edu	
Abstract		
<p><i>Vision to Action, Take Charge Two</i> compliments and expands <i>Take Charge</i> (1990) by recasting the economic focus of the 1990 edition into one of the challenges rural communities face today including poverty, housing, population loss, and environmental conflicts. The Program process is structured to range in training from one month to one year. The appendix in back of the text provides easy-to-follow/easy-to-use worksheets, guides and examples of tools presented in the text.</p> <p style="text-align: center;">Assessment</p> <p>The curriculum is good; it deals with issues relevant today, involves strategic planning, requires community input and feedback, and calls for community and community leaders to work together until consensus is reached on established issues.</p>		

	Reviewer: Liz Manion	Whole community
Organization producing curriculum:	Heartland Center for Leadership Development	
Name of curriculum:	Building Local Leadership	

Manual's Target Audience:	Communities, community organizers
Citation:	Building Local Leadership. 1994. Luther, Vicki, Ph.D. and Milan Wall, co-directors. Heartland Center for Leadership Development, Lincoln, NE.
Contact information:	Heartland Center for Leadership Development. 901 'O' Street. Lincoln, Nebraska 68408.
Format (e.g., website, 3-ring binder):	Spiral bound, 64 pages
Web address:	
Abstract	
<p><i>Building Local Leadership</i> is a guide for starting a leadership program at the town or county level. One of the goals of the program is to develop grassroots leaders who are team players and think decisions should be made from the bottom up and not top down. Another intent is to promote the inter-development of community awareness, assets, and the ability to problem solve throughout the geographic area.</p> <p>An initial component of <i>Building Local Leadership</i> addresses the learning processes needed for adults. The thought is that people become more interested and willing to participate in a project, or movement, if it somehow affects them or in some way and that their participation will help them further some aspect of their life. Bearing this in mind, the authors take time to discuss the importance of creating a leadership program that might be considered interesting, challenging and worthwhile to adults. An essential piece of this is to promote a training, educational program that will appeal to a person's desire for either (or both) job advancement or life enrichment.</p> <p>The curriculum includes an introduction and three sections. Each section is organized around the steps considered necessary to develop and manage a comprehensive leadership development program. The first section, Getting Started, discusses the fundamentals of organizing the program, including the essentials of an infrastructure (funding, facilities, and ability to recruit participants). The second section presents ways to make sure the program is worthwhile to participants in an easy, relaxed environment. The last section, Resources for Programs, provides training activities and handouts that accompany the leadership topics addressed in Chapter II. These topics include ones on group process skills, strategic planning, and managing change. Also included in this section is a bibliography of theory and training literature related to leadership development, and the list "20 Clues to Rural Community Survival". Some of these clues are the development of a cooperative community spirit, the deliberate transition of power to a younger generation of leaders, acceptance of women as leaders, a strong belief of education, knowledge of the physical environment, and using a participatory approach to community decision-making. Either hard to identify, or missing, topics from the curriculum include; power, power shifts, positions of power, or information regarding conflicts-of-interest. The text was also rather low on discussions and examples as to how to bring in participants representing sectors usually looked over.</p> <p style="text-align: center;">Assessment</p> <p>On its own, <i>Building Local Leadership</i> is a good start for communities to begin thinking about and forming community leadership</p>	

programs. However, the addition of sections on how power and politics interrelated to community development and even the development of a leadership program would strengthen the curriculum and move a community even closer toward achieving their vision.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Heartland Center for Leadership Development	
Name of curriculum:	The Entrepreneurial Community: A Strategic Leadership Approach to Community Survival	
Manual's Target Audience:	Elected and appointed officials, community leaders	
Citation:	Luther, Vicki, and Milan Wall / <i>The Entrepreneurial Community: A Strategic Leadership Approach to Community Survival</i> / Heartland Center for Leadership Development / Lincoln, Nebraska, 1989.	
Contact information:	Vicki Luther and Milan Wall, Co-directors, Heartland Center for Leadership Development / 941 'O' Street, Suite 920 / Lincoln, Nebraska 68508 / ph: 402-474-7667.	
Format (e.g., website, 3-ring binder):	3-ring binder, 150 pages. (Curriculum is not on web site.)	
Web address:	http://www.4w.com/heartland/	

Abstract

There are four goals of the *Entrepreneurial Community* curriculum. The first is to offer participants a model for strategic planning in a community context which consists of six steps: environmental scan, situation analysis (strengths and weaknesses), goal formulation, strategic formulation (based on strengths and environmental opportunities) and plan development to reach those goals. Finally, there are feedback mechanisms (assurance of adequate information for decision making, plan refinement, and control measures to ensure that results are being achieved and that course corrections are made). The second is to encourage and support citizen participation in planning for the future of communities. The third is to describe Heartland's themes of strategic leadership and about the impacts

of rapid societal change. The fourth identifies the importance of increasing access to resources, with emphasis on networking. In the last chapter, the characteristics of a successful entrepreneurial community are summarized. To accomplish these goals, *The Entrepreneurial Community* provides discussion guides, sample activities, and suggestions for community leadership organizations, success stories, and over 20 worksheets to be used in the development of a successful strategic plan. The final Resource Section contains material for carrying out effective meetings, including a town meeting; the development of community leadership, and dealing with the future.

Four booklets are included with the curriculum, all published by the Heartland Center for Leadership Development and compiled by Milan Wall and Vicki Luther, Ph.D. – the titles identify what’s in the booklet: 7 Secrets to Coping with Change in Small Towns (11 pages); 5 Strategies for Active Economic Development (12 pages); 6 Myths about the Future of Small Towns (11 pages); 10 Ideas for Recruiting New Leaders (11 pages).

Assessment

The Entrepreneurial Community: A Strategic Leadership Approach to Community Survival offers a conventional, albeit thorough, approach to strategic planning, with appropriate follow-up. It doesn’t provide very much beyond awareness of the importance of incorporating the excluded in the community. It includes a useful set of tools, but the overall approach has been superseded by other approaches, such as the Heartland Center’s own *Skill Building for Stronger Communities*. The level of interest for the text is for people who are already leaders in their community. The overall strategy of the curriculum is to help the community’s leaders work together successfully for the betterment of the community.

	Reviewed by: Liz Manion	Whole Community
Organization producing curriculum:	Rural and Small Town Programme, Mt. Allison University, New Brunswick	
Name of curriculum:	Stepping Forward (self-help resource kit)	
Manual’s Target Audience:	Busy community leaders, people and organizations working toward sustainable community development	
Citation:	<i>Stepping Forward: A Guide for Community Leaders</i> . Rural and Small Town Program, Mount Allison Univ.: Sackville, New Brunswick (Canada), 1994.	
Contact information:	David Bruce, Director, Rural and Small Town Programme, Mount Allison University. 76 York Street. Sackville, New Brunswick E4L 1E9 Canada. Ph: 506 364-2391, Fax: 506 364-2601	
Format (e.g., website, 3-ring binder):	Spiral bound, 6 volumes, ~35 pgs each	
Web address:	http://www.mta.ca , email: rstp@mta.ca	

Abstract

Partially taken from the *Acknowledgements* and *About This Resource Kit* text of kit:
 This resource kit is the result of a pilot program that was initiated in eight pilot communities in New Brunswick, Prince Edward Island, and British Columbia. Its emphasis is on the development of sustainable communities – communities that are self-reliant and aware of the importance of collaboration and strategic planning to keep their community sustainable. It was written for busy community leaders who will plan for community development in workshops and work teams. A Community Partnership, consisting of leaders of all community organizations, is organized, seeks a local Coordinator, and identifies the resource people (for example, government staff, and paid professionals) needed to help with certain tasks to implement the Stepping Forward Program. Each community is unique and will design a program/processes that best fit its needs. The Stepping Forward steps provide a framework for developing the planning process from a starting point through implementation. The kit includes numerous exercises for participants to work through, worksheets, and charts that can be easily copied. There are useful appendices in vol. 2 (a guide for gathering basic economic, social, and environmental information on one’s community); vol. 3 (community success stories from the Maritime provinces), and vol. 6 (Appendix A: How sustainable is your community? Examples from communities across Canada, and Appendix B: “Something to Think About Series.” A series of vignettes of social, environmental, and economic problems in Canada and questions for stimulating thought about their salience in one’s own community). The following six volumes were developed for the implementation of the whole program, each volume could be used separately to address only certain issues:
Getting Started: A Guide for Community Leaders (v.1)
Examining Information: A Guide to Collecting Community Data (v.2)
Community Strategic Planning: The Workbook (v.3)
Don’t Waste my Time: A Guide to Meeting Effectively and Making Decisions (v.4)
Who’s Leading Who? Motivating and Inspiring Collective Action (v.5)
Getting the Message Out: A Guide to Community Education and Awareness (v.6)

Assessment

These step-by-step workbooks (steps are numbered consecutively throughout the six workbooks) are useful and to the point, so long as their inherent limitations are recognized. The program is designed to be a holistic process--an alliance of community organizations with support from governmental agencies--with clearly defined steps of organizing a Community Partnership, gathering information relevant to the planning process, strategic planning (SWOT analysis) conducted by the CP, implementation through sub-committees of volunteers, and finally insuring that progress is reported to the general public. Choosing this particular approach implies a number of assumptions. First, it is assumed that existing organizations and agencies embody the interests of the entire community. By choosing to work with formal community leaders from civil society and government, no effort is made to find emergent leaders and to effectively include excluded (often unorganized) groups. Market-oriented interests are not explicitly given voice, although businesspersons will very likely be included among leaders from state and civil society. Secondly, while poverty is included as an issue to be addressed, no effort is made to systematically involve persons in poverty in the planning and action

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processes. While external bridging social capital is emphasized through making linkages and alliances with other Community Partnerships, not much attention is paid to building bridging social capital within the community.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	The Center for Applied Rural Innovation (CARI)	
Name of curriculum:	Vitalizing Communities - Building on Assets and Mobilizing for Collective Action Community Guide	
Manual's Target Audience:	Community individuals, organizations, institutions and other community groups interested in vitalizing their community, building on community assets, and mobilizing the community to move forward, making sustainable change for a successful community, now and in the future.	
Citation:	Allen, John C. Ph.D, Sam M. Cordes Ph.D. Jeff G. Hart, M. Ed. and Jill S. Walahoski (illustrator). <i>Vitalizing Communities - Building on Assets and Mobilizing for Collective Action – Community Guide</i> . Center for Applied Rural Innovation (CARI). Institute of Agriculture and Natural Resources: University of Nebraska-Lincoln, 1999.	
Contact information:	Center for Applied Rural Innovation. 58 Filley Hall. University of Nebraska-Lincoln. Lincoln, Nebraska 68583-0947. Phone = 402-472-1772; toll free: 800-328-2851; fax: 402-472-0688.	
Format (e.g., website, 3-ring binder):	Stapled pages – 43 pages.	
Web address:		

Abstract

The *Community Guide* is principally devoted to identifying and inventorying a community’s assets and conducting community assessments. It is one of the tools used by CARI to provide assistance to people and communities in rural Nebraska. This *Guide* is to be used in conjunction with CARI’s *Vitalizing Communities - Building on Assets and Mobilizing for Collective Action – Facilitators Guide*. Although the primary focus is on conducting and understanding community assets, this *Guide* addresses several of the topics and activities needed for community development. These topics include; collective action, networking, developing a shared community vision, involvement of whole community, program evaluation, timeline of progress and celebration, and mobilizing a community to move forward. CARI stresses that a community should implement the *Community Guide* using a grassroots approach. This approach is assumed to play out over a period of time and is dependent on the readiness of community, timing, and the level of commitment by community members to reached stated goals.

There are 4 sections and an appendix of tools in the *Community Guide*. The first section discusses assets and community assessments – their purpose, use, and benefits to community. Section 2 describes the steps necessary to inventory an array of community assets such as an assessment of community health providers, economic status, number and shape of community parks. The third section provides a method on how to develop a vision/action plan using the inventories as the foundation to the plan. The final section presents a variety of celebrations a community can have in following the process and completion of the strategic plan and associated activities and goals. One is the celebration of the similarities and differences of individuals, another is celebrating the community’s willingness to move forward, and a third is celebrating the Community’s assets and the display of asset maps.

The *Guide* presents a series of detailed worksheets that can be used in community assessments; these worksheets may be the best component of the guide.

	Reviewer: Liz Manion	Whole Community
Organization producing curriculum:	Kansas State University, Agricultural Experiment Station and Cooperative Extension Service	
Name of curriculum:	<i>Leadership Excellence and Dynamic Solutions (LEADS)</i> .	
Manual’s Target Audience:	Extension educators involved in leadership training	
Citation:	<i>Leadership Excellence and Dynamic Solutions (LEADS)</i> . Kansas State University Agricultural Experiment Station and Cooperative Extension Service, December 1999.	
Contact information:	Katy Walker, Kansas State University, Agricultural Experiment Station and Cooperative Extension Service, College of Human Ecology	
Format (e.g., website, 3-ring binder):	Three-ring white binder – about 250 pages	

Web address:	
<p data-bbox="989 277 1110 310" style="text-align: center;">Abstract</p> <p data-bbox="170 310 1921 711">The curriculum provides educators with many tools, concepts, and ideas for teaching leadership skills from a starting point of the individual to leadership skills that will help in shaping and/or influencing public policy formation. The curriculum is presented in four Units covering 1) personal leadership skills, 2) interpersonal leadership skills, 3) group/organizational leadership skills and 4) community/public policy leadership skills. Each Unit is subdivided into three or four Modules, which delve deeper into each Unit's topic. Each Module provides a variety of methods educators can use to help identify and develop the "leader within all of us." Each Module consists of the Module's overview, stated Module objectives, teaching tips, and several learning activities for students that are both creative and interesting. Common themes through the curriculum include the importance of experiential learning or, "learning by doing", reaching consensus regarding decisions or goals and, the importance of knowing one's individual leadership abilities which may serve to enhances an individuals' abilities as a leader to the benefit of community. <i>LEADS</i> also addresses conflict and conflict resolution (but not in the context of political/power relationships), the recognition and acceptance of the differences in values and goals a community may have, and provides learning activities to develop experience of how to handle challenging situations.</p> <p data-bbox="961 716 1136 748" style="text-align: center;">Assessment</p> <p data-bbox="170 748 1921 813">The <i>LEADS</i> curriculum appears to be a very good curriculum that provides a hierarchical scheme to leadership, and enhances the abilities of educators to take each Unit and modify it according to the skill levels of the audience.</p>	