

**Stronger Economies Together Participants' Guide**  
**Module Seven: Exploring Regional Assets and Barriers**

**Worksheet 1: Part I. Capacity Inventory of Individuals**

**Slides 7 & 8**

Please indicate which of the following skills you have. These are talents and skills that you have developed from training or from experiences that you have had at home, at church, at work, or in community activities. If you don't have this skill, or would like to receive additional training in this area, please place a checkmark under the "Want to learn this skill" column.

<b>HEALTH</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Caring for the Elderly	_____	_____
Caring for the Mentally Ill	_____	_____
Caring for the Sick	_____	_____
Caring for the Physically or Developmentally Challenged Individuals	_____	_____
<b>OFFICE</b>		
Typing (words per minute _____)	_____	_____
Operating an adding machine or calculator	_____	_____
Working with office files	_____	_____
Taking phone messages	_____	_____
Writing business letters (not typing)	_____	_____
Receiving phone orders	_____	_____
Operating several phone lines	_____	_____
Keeping track of supplies	_____	_____
Shorthand or speedwriting	_____	_____
Accounting/Bookkeeping	_____	_____
<b>COMPUTER-RELATED ACTIVITIES</b>		
Computer repairs	_____	_____
Computer programming	_____	_____
General software management	_____	_____
Database management	_____	_____
Preparing computer graphics	_____	_____
Word processing	_____	_____
Desktop publishing	_____	_____
Data entry using spreadsheet software	_____	_____
Help Desk support	_____	_____
Web design/development	_____	_____
<b>CONSTRUCTION/REPAIR</b>		
Painting	_____	_____
Home construction or repair	_____	_____
Tearing down buildings	_____	_____
Knocking out walls	_____	_____
Wall papering	_____	_____
Furniture repairs	_____	_____
Furniture refinishing	_____	_____
Repairing locks	_____	_____
Building garages	_____	_____
Bathroom modernization	_____	_____
Building room additions	_____	_____

<b>CONSTRUCTION AND REPAIR (continued)</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Tile work	_____	_____
Installing drywall and taping	_____	_____
Plumbing repairs	_____	_____
Electrical repairs	_____	_____
Bricklaying and masonry	_____	_____
Cabinet making	_____	_____
Kitchen modernization	_____	_____
Furniture making	_____	_____
Installing insulation	_____	_____
Soldering and welding	_____	_____
Concrete work (sidewalks)	_____	_____
Installing floor coverings	_____	_____
Heating/cooling system installation	_____	_____
Installing windows	_____	_____
Building swimming pools	_____	_____
Carpentry skills	_____	_____
Roofing installation or repair	_____	_____
<b>MAINTENANCE</b>		
Window washing	_____	_____
Floor waxing and mopping	_____	_____
Washing and cleaning carpets/rugs	_____	_____
Routing clogged drains	_____	_____
Using a handtruck in business	_____	_____
Caulking	_____	_____
General household cleaning	_____	_____
Fixing leaky faucets	_____	_____
Mowing lawns	_____	_____
Pruning trees and shrubbery	_____	_____
Cleaning/maintaining swimming pools	_____	_____
Floor sanding and stripping	_____	_____
Wood floor stripping/refinishing	_____	_____
<b>FOOD</b>		
Catering	_____	_____
Serving food to large numbers of people (over 10)	_____	_____
Preparing meals for large numbers of people (over 10)	_____	_____
Clearing/setting tables for large numbers of people (over 10)	_____	_____
Washing dishes for large numbers of people (over 10)	_____	_____
Operating commercial food preparation equipment	_____	_____
Meat cutting	_____	_____
Baking	_____	_____
<b>CHILD CARE</b>		
Caring for infants/toddlers (0 to 3 years of age)	_____	_____
Caring for pre-school children (3-5 years of age)	_____	_____
Caring for children 5 to 11 years of age	_____	_____
Taking children on field trips	_____	_____

<b>TRANSPORTATION</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Driving a van	_____	_____
Driving a bus	_____	_____
Driving a tractor trailer	_____	_____
Driving a commercial truck	_____	_____
Driving a vehicle to deliver goods	_____	_____
Hauling	_____	_____
Operating farm equipment	_____	_____
Driving an ambulance	_____	_____
<b>REPAIRING MACHINERY</b>		
Repairing radios, TVs, VCRs, Tape Recorders, CD players	_____	_____
Repairing small appliances	_____	_____
Repairing automobiles	_____	_____
Repairing trucks/buses	_____	_____
Auto body repairs	_____	_____
Repairing large household appliances (such as a refrigerator, washer/dryer)	_____	_____
Repairing heating and air conditioning system	_____	_____
<b>SUPERVISION</b>		
Writing reports	_____	_____
Filling out forms	_____	_____
Planning work for other people	_____	_____
Developing a budget	_____	_____
Keeping records of activities	_____	_____
Interviewing people	_____	_____
<b>SALES</b>		
Operating a cash register	_____	_____
Selling wholesale products or manufacturing products (if YES, which products? _____)	_____	
Selling products retail (if YES, which products? _____)	_____	
Selling services (if YES, which services? _____)	_____	
<i>How have you sold these products Or services?</i>		
▪ Door to Door . . . . .	_____	
▪ Telephone . . . . .	_____	
▪ Mail . . . . .	_____	
▪ Store . . . . .	_____	
▪ From home . . . . .	_____	
▪ Internet . . . . .	_____	

<b>MUSIC</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Singing	_____	_____
Playing an instrument (which instrument? _____)	_____	_____
<b>OTHER SKILLS</b>		
Upholstering	_____	_____
Sewing	_____	_____
Dressmaking	_____	_____
Knitting	_____	_____
Tailoring	_____	_____
Moving furniture or equipment to different locations	_____	_____
Managing property	_____	_____
Assisting in the classroom	_____	_____
Tutoring students	_____	_____
Hair dressing	_____	_____
Hair cutting	_____	_____
Phone surveys	_____	_____
Jewelry and watch repair	_____	_____

<p><b>Are there other skills that you have that hasn't been listed here? If YES, what are those skills? Just write them on the following lines.</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	
---	--

### **PRIORITY SKILLS**

1. Given everything you have checked in the *Capacity Inventory*, what three things do you do best or enjoy doing most? Please list them.
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  
2. Which of all of your skills are good enough that other people would hire you to do them?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  
3. Are there any skills that you have that you could teach to others?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

## **PRIORITY SKILLS (continued)**

4. What skills would you most like to learn?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

## **PERSONAL INFORMATION**

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

Address: \_\_\_\_\_

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

Email address: \_\_\_\_\_

Year of Birth: \_\_\_\_\_

Gender:  FEMALE  
 MALE

Number of years you've lived in the community: \_\_\_\_\_ YEARS

This document was adapted by Lionel J. (Bo) Beaulieu, Southern Rural Development Center, Mississippi State University. For more information, please contact him at [ljb@srcd.msstate.edu](mailto:ljb@srcd.msstate.edu)

**Stronger Economies Together Participants' Guide**  
**Module Seven: *Exploring Regional Assets and Barriers***

**Worksheet 2: Part II. Community Participation and Leadership Inventory**

**Slides 7 & 8**

**Political and Government-Related Activities:**

Have you ever written or talked to a public official about a public issue that was of concern to you?	YES	NO
Have you ever spoken out in a public meeting on a community or neighborhood issue of concern to you?	YES	NO
Have you ever worked actively for the election of any political candidate?	YES	NO
Have you ever been elected or appointed to a position in the local government?	YES	NO

**Involvement in Voluntary Organizations:**

Do you currently belong, or have you been a member in the past, of any of the following organizations:

(A) Community Civic and Service Organizations

Jaycees. . . . .	YES	NO
Kiwanis . . . . .	YES	NO
Lions . . . . .	YES	NO
Rotary . . . . .	YES	NO
Council on Aging . . . . .	YES	NO
March of Dimes . . . . .	YES	NO
Salvation Army. . . . .	YES	NO
United Way. . . . .	YES	NO
League of Women Voters . . . . .	YES	NO
American Cancer Society. . . . .	YES	NO
American Heart Association . . . . .	YES	NO
American Red Cross . . . . .	YES	NO
Other Civic/Service Groups (Name: _____)	YES	NO

(B) Religious Organizations

Christian Women's Fellowship . . . . .	YES	NO
Christian Men's Fellowship. . . . .	YES	NO
Habitat for Humanity . . . . .	YES	NO
Knights of Columbus . . . . .	YES	NO
Church Outreach and Missions Groups. . . . .	YES	NO
Other Religious Groups (Name: _____)	YES	NO

(C) Social and Recreational Organizations

Hobby Clubs . . . . .	YES	NO
Athletic Boosters . . . . .	YES	NO
Recreational Clubs . . . . .	YES	NO
Sports Leagues . . . . .	YES	NO
Other Social/Recreational Group (Name: _____)	YES	NO

(D) Patriotic and Fraternal Organizations

American Legion. . . . .	YES	NO
Daughters of the American Revolution . . . . .	YES	NO
Elk . . . . .	YES	NO
Masons . . . . .	YES	NO
Veterans of Foreign Wars . . . . .	YES	NO
Shriners. . . . .	YES	NO
Other Patriotic/Fraternal Group (Name: _____)	YES	NO

(E) Education and Youth Organizations

Parent-Teacher Organizations (PTA/PTO) . . . . .	YES	NO
School Advisory Committee . . . . .	YES	NO
School Volunteer Committee . . . . .	YES	NO
Boys Scouts/Girl Scouts. . . . .	YES	NO
Boys/Girls Club. . . . .	YES	NO
4-H Club/FFA. . . . .	YES	NO
Other Education/Youth Group (Name: _____)	YES	NO

**Leadership in Voluntary Organizations:**

If you answered YES to any of the voluntary organizations listed above, have you served as an officer or committee chair in any of these organizations. . . . .

YES	NO
-----	----

**Involvement in Local Issues:**

Over the past five years, have you been involved in any type of community project(s) or issue(s)? This could be an issue taking place in your neighborhood or community

\_\_\_\_\_ NO

 \_\_\_\_\_ YES

**IF YES**, please place a checkmark by the items below that best represent the type of involvement that you may have had in these issue(s) or project(s).

\_\_\_\_\_ Helped bring an issue or project to the attention of my community, neighborhood, or local government

\_\_\_\_\_ Helped investigate the issue or project (for example, gathered facts about the issue; tried to find out what people felt about the issue/project; asked other people to help work on the issue or project).

\_\_\_\_\_ Helped decide what was to be done about the issue or project (for example, what approaches would be best to deal with the issue or project).

\_\_\_\_\_ Worked on putting the plan of action together (for example, helped figure out who would be responsible for carrying out different parts of the plan; helped determine when activities related to the plan would be started and completed).

\_\_\_\_\_ Helped carry out activities to get the project off the ground and completed, or to get the local issue settled.

**BACKGROUND INFORMATION**

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

Address: \_\_\_\_\_

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

Number of Years You Have Lived in the Community: \_\_\_\_\_

Gender: \_\_\_\_\_ FEMALE \_\_\_\_\_ MALE



**Stronger Economies Together Participants' Guide**  
**Module Seven: *Exploring Regional Assets and Barriers***

**1. Name of Voluntary or Formal Organization (write on line below):**

\_\_\_\_\_

**2. Type of Organization (check the category that best matches):**

- Government/Political**
- Education**
- Economic/Business**
- Health**
- Religious/Faith-based**
- Human/Family Services**
- Civic Organization**
- Social/Fraternal**
- Other (please list: \_\_\_\_\_)**

**3. Mission or purpose of the organization:**

**4. Number of members and/or employees**

\_\_\_\_\_ **Number of members**

\_\_\_\_\_ **Number of employees**

**5. What important local activities or programs is the organization currently carrying out in the community?**

a.
b.
c.
d.
e.

**6. Profile of the Organization’s Current Resources**

List of buildings owned		
Equipment owned (vehicles, computers, heavy equipment)		
Type of purchases made locally and outside the county	Locally	Outside the County
Number of employees who live within and outside the county	Inside the County	Outside the County
Areas of expertise by employees/volunteers in the organization		
Resources available (foundations, grants, donations) available to support local activities/programs		
External resources the organization has access to that might be available to support local activities/programs		

**7. What groups does this organization work closely with in the community? Please list these groups.**

a.	g.
b.	h.
c.	i.
d.	j.
e.	k.
f.	l.

**8. What activities or programs is the organization hoping it can launch over the next 3-5 years in the community?**

a.
b.
c.
d.
e.
f.

**Comments/Observations by the Interviewer:**

**Stronger Economies Together Participants' Guide**  
**Module Seven: Exploring Regional Assets & Barriers**

**Worksheet 4: The Seven Types of Community Capitals**

**Slide 21**

Types of Capital	Definition	Examples
<b>Natural</b>	The quality and quantity of natural and environmental resources existing in a community	Parks, lakes, rivers, wildlife, forestland, farm land, mountains and other natural resource features.
<b>Cultural</b>	The values, norms, beliefs and traditions that people inherit from the family, school and community. Also includes material goods produced at a specific time and place (such as paintings, books) that have historical or cultural significance.	Cultural events/festivals; musical heritage, libraries; museums; multi-lingual populations; historical associations.
<b>Human</b>	Attributes of individuals that provide them with the ability to earn a living, strengthen community, and otherwise contribute to community organizations, to their families, and to self-improvement (Flora et al. 2004). It includes access to education and knowledge development, training and skill building activities and efforts to build and expand local leadership.	Formal and informal educational institutions; workforce training programs; adult and youth leadership programs; lifelong learning activities.
<b>Social</b>	Connections existing among people and organizations that help make things happen in the community. Includes close ties that build community cohesion (bonding) as well as weaker ties with local and outside people and organizations that help promote broad-based action on key matters (bridging).	Activities that build trust among people and groups of different races and ethnic backgrounds; citizen involvement in community discussions and events; community celebrations or parades; involvement in civic and service groups; organizations that link diversity of people and organizations together.
<b>Political</b>	The ability to influence and enforce rules, regulations, and standards. Access to individuals and groups with the power to influence decisions. Participating in civic discourse on difficult public issues. Laws and regulations that support sound community/economic development.	Elected and appointed government officials; citizen participation in issue forums; Congressional representatives and staffers; political organization leaders; voting rates in local, state and national elections; local/state laws and regulations.
<b>Financial</b>	The variety of financial resources available to invest in local projects or economic development initiatives. Efforts to build wealth to support community development activities.	Community foundations; grants; micro-loan programs; revolving loan funds; community development financial institutions; banks.
<b>Built</b>	Represents the infrastructure of the community – the basic set of facilities, services and physical structures needed by a community.	Broadband and other information technologies; utilities; water/sewer systems; roads/bridges; business parks/incubator facilities; hospitals/health care buildings; main street buildings; housing stock.

*Sources:* Flora and Flora (2008); Flora, Flora and Fey (2004); Jacobs (2011a, 2011b, 2011c, 2011d); Flage and Hauser-Lindstrom (2007); Emory, Fey and Flora (2006).

**Stronger Economies Together Participants' Guide**  
**Module Seven: *Exploring Regional Assets and Barriers***

**Worksheet 5: Asset Mapping & Barriers/Community Capitals Template**

**Slide 24**

Write the potential regional goal here: \_\_\_\_\_

Type of Capital	People	Voluntary Associations	Institutions	Physical Resources	<b>BARRIERS</b>
Natural					
Cultural					
Human					
Social					
Political					
Financial					
Built					