



Stronger Economies Together

Doing Better Together

Session 3: Connecting Capitals

Lionel J. Beaulieu, Purdue Center for Regional Development, Purdue University
Jamie Rae Walker, Texas AgriLife Extension, Texas A&M University

SESSION 3: CONNECTING CAPITALS

Identifying and Using Local Assets to Support Your SET Plan

OVERVIEW

Purpose: During this session, participants will:

- Document Regional Assets
- Examine Regional Barriers
- Draft SMART Goals

Estimated Time to Complete: 4 hours

Materials Needed:

- Nametags
- Name tents
- Sign in sheets
- Flip charts
- Markers

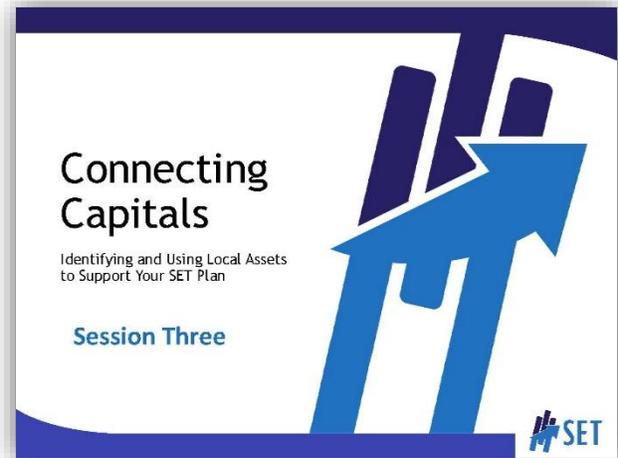
Handouts:

- Promoting Community Vitality and Sustainability
- My Assets for the Region
- Regional Assets by Community Capital
- SMART Goals
- Producing a High Quality Regional Economic Development Plan (Session 1, Handout 2)

SLIDE 1**INSTRUCTIONS**

This is the slide that introduces Session Three. Have it showing at the beginning of the SET Team meeting.

Prior to the start of the session, create one chart for each of the opportunities the regional team is considering moving forward. Use slide 5 as a model for the chart with the center circle being for the opportunity, then seven sections representing the 7 Community Capitals radiating out from the center.



SLIDE #1

TIME: OPENING SLIDE, NO DISCUSSION

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 2

INSTRUCTIONS

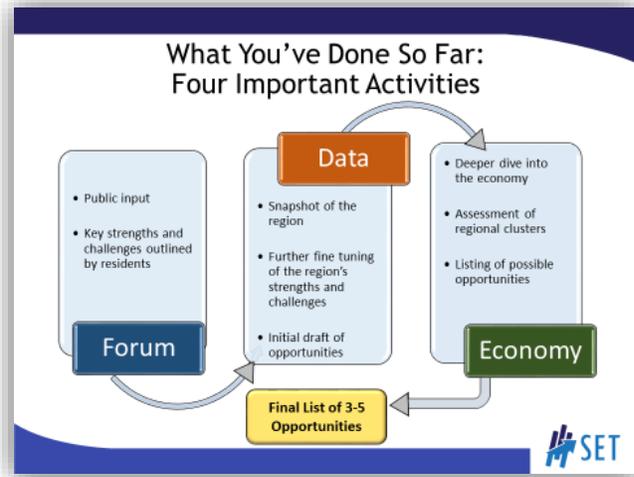
Goal: Review the path the region has taken to date.

Review where the team has been thus far, beginning with engaging local people in a discussion of what they viewed as the important economic challenges and opportunities in the region, especially those that may impact the longer-term economic vitality of the region.

Next they explored a wide array of information on your region.

The third component was directed at gauging the region's competitive edge through an exploration of the region's industries and services that give the region an edge relative to the U.S. as a whole. A look at the emerging clusters pointed to some of the key drivers of the regional economy in the future.

Taken together, the key pieces have helped identify specific opportunities the team can incorporate into its high quality regional economic development plan.



SLIDE #2

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 3

INSTRUCTIONS

Goal: Lay a foundation for the importance of discovering assets.

Identifying the regional assets that can help turn identified opportunities into reality is important. Opportunities where the resources needed are already available may be easier to launch as the major task is to mobilize these assets and connect them to the regional work.

In other cases, the assets needed to get certain opportunities in motion are going to be hard to find in the region. These will require more time and effort for the region to be successful.

All in all, having a good understanding of the breadth of assets available in the region can be a valuable way to determine which opportunities should be pursued as regional goals and which ones should be put on the back burner as priorities given that the required assets are simply not in place.



SLIDE #3

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 4

INSTRUCTIONS

Goal: To examine the topics of this session.

Briefly outline the topics to be covered in this session.

- Highlight the community capitals framework and demonstrate how it expands on the resources identified through the ABCD process.
- Employ the community capitals framework to discover the many assets in the region
- Link assets to support the selected 3-5 regional opportunities.
- Recognize possible barriers that may impede the team's efforts to pursue your selected opportunities
- Draft regional goals.



SLIDE #4

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 5

INSTRUCTIONS

Goal: To introduce the Community Capitals framework as a way of capturing regional assets.

The Community Capitals Framework helps uncover an even wider array of assets that might be available in the region by focusing attention on SEVEN types of capitals, each representing assets that can be invested in the region.

Strong and resilient regions are ones that have worked to build and sustain these seven community capitals.

The diagram depicts the seven components: **Natural, Cultural, Human, Social, Political, Financial and Built.**

Distribute the handout titled, 'Promoting Vitality and Sustainability: The Community Capitals Framework' and have participants follow along as you briefly discuss the different capitals. (Draw attention to page 5 of the document). The article provides participants with more detailed information on each capital, including examples of each type.

Briefly define the capitals and ensure that all have a good understanding before moving forward.

Briefly discuss: Which of the capitals do you believe are strong in your region and which ones you feel really need attention?

Let the group know that it's important to keep the strengths and limitations of the various community capitals in mind when determining the opportunities or goals your team hopes to



SLIDE #5

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: PROMOTING COMMUNITY VITALITY AND SUSTAINABILITY: THE COMMUNITY CAPITALS FRAMEWORK (HANDOUT 1)

SLIDE 6

INSTRUCTIONS

SLIDE #6

TIME: 25 MINUTES

SUPPLIES: CHARTS WITH OPPORTUNITIES IN THE CENTER
SPACE FOR COMMUNITY CAPITALS AROUND THE EDGES
(LIKE SLIDE 5)

POST-IT NOTES

HANDOUTS: MY ASSETS FOR THE REGION
(HANDOUT 2)



Goal: To begin developing an asset inventory beginning with the team's resources.

NOTE: You will use the charts you created before the session began during this exercise (like slide 5 with the opportunities in the middle).

Lead the regional team through this first phase of asset mapping, beginning with the assets they have. Refer them back to their Community Capitals handout as needed. Provide each person with a stack of post-it notes. Then give them these instructions:

1. Begin listing on the post-it notes the specific assets you possess, or the connections that you personally have, that can help address each of the 3-5 opportunities your team has identified (use one post-it note for each asset). Indicate the "community capital" with which your asset most closely connects. For example, you may be a banker and your knowledge and experience may be valuable for launching a youth entrepreneurship program in the local high schools – one of the efforts some past SET teams have tried to implement in their region. So, you have a specific human capital asset due to your experience and training in banking, as well as another asset that can be posted in the financial capital category since your role as the manager of a local financial institution may offer the team an opportunity to provide young people with start-up funds for their entrepreneurial venture.
2. After about 15 minutes, invite team members to place their post-it notes under the appropriate **opportunity** and **community capitals** using the charts you created before the session began.
3. Once team members have posted their assets, discuss the following questions as a group:
 - What are your initial reactions to the list of assets/resources that your team has contributed to the charts?
 - What opportunity is best supported by your team's assets?
 - What community capital assets are less well represented by your team? How might have the resources that are lacking?
 - Other thoughts or reactions?

Note : Use handout 2 : "My Assets for the Region" for team members to use for notes if they choose.

SLIDE 7

INSTRUCTIONS

Goal: To further develop the asset inventory for each opportunity.

Divide the team into small groups of about 4-5 people. Group 1 should be asked to focus on the first SET opportunity the team has selected, Group 2 on the second opportunity, and so on. If the number of SET members is not large enough organize a small team for each opportunity the SET team has selected, then start by building teams to look at the first set of 2-3 opportunities in Round 1 and then have teams delve into the remaining 2-3 opportunities as part of Round 2.

Have each group work on identifying the community capital assets available in the region that can assist in addressing the group's assigned opportunity. Please ask each group to use the worksheet to build its list of community capital assets. For your assistance, we have prepared a handout that offers some concrete examples of assets associated with each of the community capitals.

Once the team has completed listing the assets on the worksheet, transfer this information onto the wall poster for that opportunity the team has been working on.

When the teams have completed its work, ask a member of each team to briefly present their list of assets associated with the opportunity the team was asked to address. When each team has completed its brief presentation, SET team members should be invited to review each of the posters and to add other assets the small team may not have listed.

Finally, open it up for the entire group to discuss their observations about the assets that have been identified. Furthermore, ask them to share their thoughts on whether this process has helped clarify what opportunities the team should consider elevating into key goals for inclusion in its high quality regional plan.

Handout 3 : "Regional Assets by Community Capital" can be used for notes if desired.



SLIDE #7

TIME: 20 MINUTES

SUPPLIES: NONE

HANDOUTS: REGIONAL ASSETS BY
COMMUNITY CAPITAL (HANDOUT 3)

SLIDE 8

INSTRUCTIONS

Goal: To consider barriers or challenges that might hinder progress toward regional opportunities.

Before making a final decision on what opportunities to build into regional goals, the region should consider possible barriers they may experience in pursuit of an opportunity. Some of these impediments may be internal to the region, such as opposition by local government leaders or special interest groups to a specific program or project. Obstacles may also come from outside the region, such as absentee owners who could oppose efforts to demolish dilapidated homes (which they may own) as part of a SET team's plan to launch a beautification program in the region.

Have the team consider: What obstacles/barriers might you experience if you pursue some of the opportunities your team is considering?

Next, ask an equal number of people to stand in front of the 3-5 wall charts from the asset mapping process. Ask each group to work on a list of possible obstacles the team may experience as it tries to pursue a specific opportunity. After about 5-7 minutes, ask the groups to rotate to another wall poster and have them review the list of obstacles/barriers the previous team developed. Invite them to add other obstacles/barriers that should be included on the poster. You can continue this process of rotating groups to the next posters if time allows. Once completed, ask the group to discuss which of the opportunities may face the greatest push-back by various people or organizations. Are any these serious enough to warrant a rethinking of whether the group should continue to consider this opportunity?

Recognizing Possible Barriers



SLIDE #8

TIME: 20 MINUTES

SUPPLIES: CHARTS FROM ASSET MAPPING
PROCESS

HANDOUTS: NONE

SLIDE 9

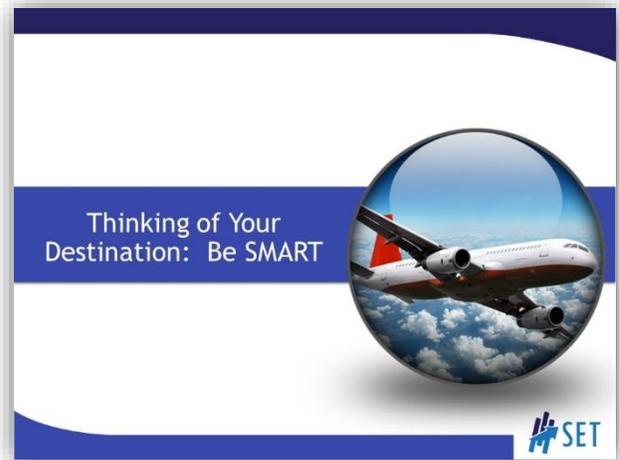
INSTRUCTIONS

Goal: To begin transitioning opportunities to SMART goals.

[Note: Some groups may choose to apply the SMART criteria at the objectives level rather than goals level. Either is acceptable as long as at least one of the two levels uses the criteria. As a coach, you may need to shift some material or slides to make that adjustment. Also noteworthy, if a group is using SET to work on a CEDS plan, the guidelines require SMART goals.]

When a pilot takes off from an airport, he or she has to have a flight plan in place that indicates where the plane is going and what route will be used to get to the destination. In many respects, the planning team is the pilot for this region's SET plan. Having a clear "flight plan" is essential.

With a careful review of the opportunities along with associated assets (community capitals) and potential barriers, the team is now tasked with determining which of these opportunities to translate into goals for inclusion in the regional plan.



SLIDE #9

TIME: 2 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 10

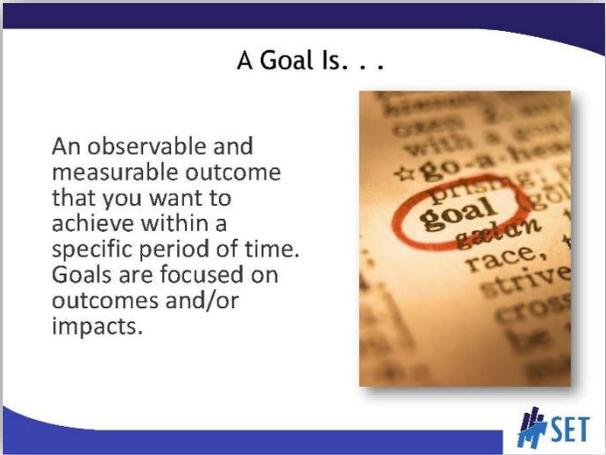
INSTRUCTIONS

Goal: Define a goal and begin to set the stage for expectations.

Now that the team has identified the opportunities to address as part of your SET economic development plan, the work of turning these into goals begins.

The definition on the slide serves as a starting point to make the transition. Goals focus on accomplishments rather than methods to achieve these goals.

One of the best ways to meet the requirements of a goal is to make sure they are SMART.



SLIDE #10

TIME: 2 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 11

INSTRUCTIONS

Goal: To define the elements of a SMART goal.

SMART is an acronym that helps define a solid goal. This slide outlines the characteristics of SMART goals and provides a few guiding thoughts for each.

S means Specific: Knowing what you want to achieve and where they want to focus their efforts is important. As you develop specific goals, think through exactly what you hope to accomplish. Be clear.

M means Measurable: Develop measures that will allow you to document whether you are moving in the right direction in terms of achieving your goals. Think about the ultimate outcomes you want to achieve and the measures you want to use to document your progress along the way.

A means Attainable: Avoid embracing goals at odds with the current or anticipated resources that will be available in your region. Consider goals that align with the assets of your region. These assets are those you identified using the Community Capitals framework.

R means Relevant: Is the goal something that your SET team is truly committed to tackling? Since you may have a variety of goals that you want to pursue related to the region, taking a hard look at the importance and relevance of each specific goal is vital. Consider whether each goal will bring the greatest benefit to the region. In addition, ask yourself as a team, "Are we the right or appropriate group to address this goal or is there another entity in the region that is better equipped to tackle this goal?"

T means Time Framed: Having timelines for each of your goals is important. If you don't have target dates or time frames, then you are likely going to muddle along, having no clear sense of what key actions need to be undertaken and by when. In order to keep things on track, build a timeline of when your team goals are to be accomplished.



SLIDE #11

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: SMART GOALS (HANDOUT 4)

Adapted from the following source:

Heathfield, S. M. (2011). Beyond smart goals. *About.com Human Resources*. Retrieved from <http://humanresources.about.com/cs/performance/a/goalsetting.htm>

SLIDE 12

INSTRUCTIONS

Goal: To provide an example of a SMART goal.

This slide gives an example of a SMART goal. Ask the team to identify the SMART elements. Note that the date for achieving the goal is longer term in nature. [The next slide has the elements labeled.]

SMART Goal Example: an Ideal Example

Increase the survival rate of new business start-ups (less than 5-years-old) from 50% to 75% in the region by December 2018

*NOTE: A goal focuses on what changes or results you want to have happen as a result of the programs and strategies you are proposing to carry out.



SLIDE #12

TIME: 1 MINUTE

SUPPLIES: NONE

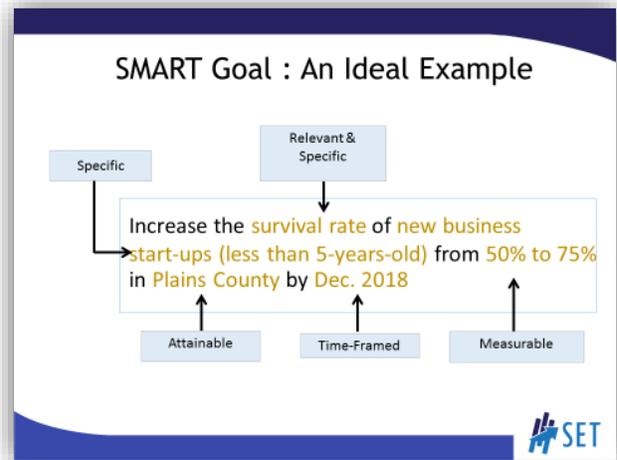
HANDOUTS: NONE

SLIDE 13

INSTRUCTIONS

Goal: To show the SMART elements.

A SMART goal example is presented on this slide. Share with the participants how the five key elements of a SMART goal are found in this statement.



SLIDE #13

TIME: 1 MINUTE

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 14

INSTRUCTIONS

Goal: To draft SMART goals for the opportunities to be pursued.

Have participants break into small groups around the various opportunities they've selected and have them draft a SMART goal for each opportunity. You can divide the group into 3-5 small groups and assign each of them a different opportunity. So, the first small group would work on developing a SMART goal for the first opportunity; the second small group will work on a goal statement for the second opportunity, and so on. Have each group post their goals on a flip chart page to share.

Have each group report out the goals and critique the SMART elements. Invite comments, especially ones that can help to further refine the SMART goal statement.

Ask Why: Getting the group to focus on goals rather than strategies or action steps, have them practice asking "Why" with each step. For instance, if they say they want to host classes for entrepreneurs, ask "why?" The answer may be "to increase the number of successful small business start-ups in the region." "Why?" Keep asking "why" until the answer is "to grow the regional economy." Then back up to the last step and the region has probably landed on their goal.



SLIDE #14

TIME: 10 MINUTES

SUPPLIES: FLIP CHART AND MARKERS

HANDOUTS: NONE

SLIDE 15

INSTRUCTIONS

Goal: To provide one more look at the package of proposed goals to ensure the plan is on the right track.

These items included on this slide represent 8 of the 15 components that are vital to the development of a High Quality Plan. So, ask the team to take stock of the SMART goals they have prepared and ask them to assess how well their goals meet each of these 8 elements. Once they have done so, urge the team to step back and take a thoughtful look at the entire package of goals. Do some goals need some further fine tuning? If so, ask a small group to complete revisions of the SMART goals and then ask them to distribute to the whole team prior to the next meeting of the SET team (which is Session 4).



SLIDE #15

TIME: 10 MINUTES

SUPPLIES: NONE

**HANDOUTS: PRODUCING A HIGH QUALITY
REGIONAL ECONOMIC DEVELOPMENT PLAN
(HANDOUT 5)**

SLIDE 16

INSTRUCTIONS

Add notes Goal: To guide the team toward Session Four

Talk through refining the SMART goals so the team is ready for Session Four's work.

Also, prepare the "evidence based" information on each of the goals (which is needed as part of the High Quality Plan) prior to the next SET meeting.

A video on the ABC's of Planning is available for preview should you choose to use it.



Next Steps

- Writing
 - Refine SMART goals based on feedback from today
 - Finalize the plan's evidence base for the goals selected
- View video ABCs of Planning
- Other items?

SET
Stronger Economies Together

SLIDE #16

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 17

INSTRUCTIONS

Be sure to add your team's contact information before beginning the session.



SLIDE #17

TIME:

SUPPLIES: NONE

HANDOUTS: