
MODULE

3: WHAT IS “COMMUNITY”

Enabling Objectives: Participants will be able to:

- Define their “community” in terms of people who make up the community.
- Describe the benefits that the Service (or other agency) brings to the community; how the Service/other agency serves the community.
- Describe the benefits to the resource manager/participant and to the Service/other agency that the community can offer, such as identifying issues and resources.
- Identify the steps in conducting a community assessment, including resource, community issues and concerns, and social/cultural/heritage/values.

Estimated time: 4 hours, 30 minutes

Advanced preparation: Cue video, The Truman Show, to beginning of vignette to be used: Begin just after image of lamppost against blue sky, just as car is driving down neighborhood street, and voice-over radio announcer is saying that debris from an airplane fell.

Copy handouts of SantaMonica.HO1

CONTENT	INSTRUCTOR NOTES
<p>Introduce Module</p> <p>Refer participants to Page Comm-1 in participant workbook; review module objectives.</p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> · Have been talking about creating a personal vision and emphasizing personal vision in building community relationships and support. · Have also stressed a focus on building non-specific relationships that are not linked to specific issues, projects or mandates. · Need to step back and more carefully define what is meant by “community.” · Critical element in building community support is the concept of benefits and service; i.e., how do the Service and the community mutually benefit and serve each other. · Once the community is defined, a critical bridge between knowing who makes up the community and strategies for building relationships is to conduct a community assessment. 	<p>Total Module Time: 4 hours, 30 minutes</p> <p>Page Comm-1: Module Objectives</p>  <p>Slide/OH Mod 3.1</p>
<p>Introduce definition of “community” and stakeholders</p> <p><i>Lecturette Key points:</i></p> <ul style="list-style-type: none"> · There are a number of ways to define community: place, e.g., a refuge; watershed or habitat; region; even based on a specific endangered species. · For this course, we are defining 	<p><i>Time: 40 minutes</i></p>

CONTENT	INSTRUCTOR NOTES
<p>“community” as people and groups of people.</p> <ul style="list-style-type: none"> · Want to define community in broad terms to reinforce that community and community building efforts are not defined by specific projects, mandates or issues. · Reason to do so is to keep focus on building non-specific relationships among individuals and groups with whom interact to create vision. 	
<p><i>Refer to page Comm-2. Review excerpts from literature. Key points:</i></p> <ul style="list-style-type: none"> · Literature on building sustainable communities supports the focus on defining community as people. · Literature has term for this approach, “social capital,” defined as features of social organization such as networks, values and norms, culture, etc. · Will explore concepts of social capital further in discussion on assessing the community. · At same time, researchers find that social or cultural mapping of human systems often corresponds to some degree with an ecosystem, but affected by factors such as: <ul style="list-style-type: none"> · technology, such as telecommuting; · economics, such as new or dying employment; or · expanding suburbs or exurbs, with related transportation. · What is not absolute any longer is a community defined by strict districts, such as town boundaries, county boundaries, etc. 	<div style="text-align: center;">  <p>Slides/OH Mod 3.3-3.5</p> </div> <p>Page Comm-2</p>

CONTENT	INSTRUCTOR NOTES
<p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>For whom (among participants) will community defined geographically and defined based on people, or social capital, most likely overlap?</p> </div> <p><i>Discuss responses. Anticipate that individuals who are land-based, e.g., refuge, fishery, will most likely see overlap.</i></p> <p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>For whom will community defined geographically and defined based on people or social capital most likely not overlap closely?</p> </div> <p><i>Discuss responses. Anticipate that participants who are from Endangered Species, grants, law enforcement, and related programs will most likely see less overlap.</i></p> <p><i>Note – will see whether this holds true when more carefully define own communities in next series of exercises.</i></p>	
<p><i>Introduce defining “stakeholders.” Key points:</i></p> <ul style="list-style-type: none"> · Will use the classic criteria for identifying stakeholders, adapted to fit the context of course. 	
<ul style="list-style-type: none"> · Meaning, identifying stakeholders will be based on vision, rather than a specific activity or issue. · For purpose of this module, will consider “community members and groups” and “stakeholders” as synonymous. <p><i>Discuss definition and criteria for stakeholders.</i></p>	

CONTENT	INSTRUCTOR NOTES
<p><i>Key point:</i></p> <ul style="list-style-type: none"> · A generic definition of stakeholders is: “All those people – internal and external – with whom you interact to accomplish the work that is important to you.” <p><i>Conduct brainstorm activity.</i></p> <p><i>Tell</i> participants that their goal is to brainstorm as many individuals and groups – internal and external – that fit the broad, generic definition provided.</p> <p><i>Instruct</i> participants to look at their illustration of their vision, and bring to mind what they want to create. <i>Remind</i> participants that stakeholders should be identified in the context of their vision.</p> <p><i>Tell</i> participants to select a recorder to work at easel and write down everything everyone says. <i>Remind</i> recorder to add their own ideas in turn.</p>	<p>Post definition and leave displayed for next exercises.</p>  <p>Groups will post brainstorm list.</p> <p>Purpose of this series of activities: to identify on broadest scale, stakeholders/community; to provide and apply criteria to refine the list; to provide and apply a method of prioritizing stakeholders/community.</p>
<p><i>Instruct</i> participants to use round-robin brainstorming (go around the table; each individual add one idea; keep going around until done). <i>Tell</i> them to keep going around the circle, including the recorder, until either time is called or they run out of ideas.</p> <p><i>Remind</i> participants that in brainstorming, no censure is offered, and everything suggested is recorded; will be reviewed and evaluated later.</p> <p><i>Start</i> brainstorm process. <i>Call time.</i> <i>Do not</i></p>	<p>Allow 5 minutes to brainstorm.</p>

CONTENT	INSTRUCTOR NOTES
<p><i>process results.</i></p> <p>Ask groups to quickly review their lists. Challenge them – do they have everyone/all groups listed they can think of? Suggest groups or individuals that might be added.</p> <p>Tell groups to take <i>one additional minute</i> to add any more individuals or groups – internal or external – they might have missed.</p>	<p>Note: Review lists as groups are creating them; be prepared to offer suggestions of individuals or groups not included; examples might be schools, scout groups, 4H, river recreation groups. Also look for opportunity to suggest non-traditional stakeholders who may be perceived as antagonists.</p>
<p><i>Lecturette. Key points:</i></p> <ul style="list-style-type: none"> · First step of identifying stakeholders – for this purpose, synonymous with community members – is to think as broadly as possible. · Need to be as inclusive as possible at this point. 	
<ul style="list-style-type: none"> · Need to include – not overlook – those individuals and groups who may make up the “silent majority.” · Include individuals/groups often perceived as antagonists to the Service’s purpose. · Want to create awareness that more than typical allies are stakeholders in vision and purpose. Next step will begin to refine the list of stakeholders. · Will use an adapted version of the classic definition of stakeholder for reviewing lists generated. 	
<p>Refer participants to Page Comm-3</p> <p><i>Note</i> the very broad definition of stakeholders posted earlier.</p> <p>Review the criteria for stakeholders:</p> <ul style="list-style-type: none"> · impacted, directly or indirectly, by 	<p>Page Comm-3</p>  <p>Slide/OH Mod 3.6-3.7</p>

CONTENT	INSTRUCTOR NOTES
<p>vision</p> <ul style="list-style-type: none"> · supports, directly or indirectly, vision · is needed to support, directly or indirectly, vision · potential to support, including non-traditional allies · responsible for, or to, vision, i.e., specific critters or habitat · has a legal, social/cultural or moral interest in vision <p>Ask full group to provide examples of stakeholders on their lists that fit one or more of the criteria. <i>Prompt</i> by offering example(s).</p>	
<p><i>Introduce Activity 3.1: Identifying Stakeholders</i></p> <p><i>Introduce</i> next in series of activities. <i>Tell</i> them these activities will prompt them to apply the general discussions and lists generated to their own context.</p> <p><i>Refer</i> to Page Com-4 in participant workbooks.</p> <p><i>Tell</i> participants they will work individually, using the criteria on page Comm-4 and using the group’s brainstormed list as a starting point. <i>Remind</i> them that they may also refer to other groups’ list, if there are stakeholders that they might want to include.</p> <p><i>Review instructions</i> in workbook. <i>Allow</i> time to work individually. <i>Challenge</i> participants to be as complete as possible.</p> <p><i>Encourage</i> participants to partner and share their results, as individuals finish their own</p>	<p>Page Comm-4</p> <p>Allow 10 minutes to work, including partnering to review work with another. Assume will take between 5 and 7-8 minutes for most people to work, allowing 2-3 minutes for partners to talk.</p> <p>Note: if majority of participants are partnered and discussing productively at end of 10 minutes, allow another couple of minutes before calling time.</p>

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<p>such as volunteers might be included. Once volunteers are on board, and committed, they are expected to carry out specific tasks or activities. <i>Suggest</i> that other agencies – federal, state and local – might be included under control if they are expected to carry out FWS-mandated activities.</p>	
<p><i>Tell</i> participants to take a moment to review the stakeholders they noted in their workbooks as matching the criteria in previous exercise.</p> <p><i>Ask</i> participants, on Page Comm-6, Activity 3.2, to identify the stakeholders who may fit the “control” category. <i>Remind</i> them they are now working in their own context, rather than in a more general sense. <i>Remind</i> participants they may add any stakeholders at any stage of these activities if additional stakeholders occur to them.</p> <p><i>Allow</i> 2-3 minutes for individual work. <i>Ask for volunteers</i> to share their list with the full group. <i>Take</i> 2-3 volunteers. <i>Coach</i> as appropriate; <i>ask</i> volunteer how decided that the stakeholder fit the “control” category if not obvious.</p>	<p>Page Comm-6 – Activity 3.2: Where Do They Fit?</p> <p>Allow 2-3 minutes individual work.</p>
<p><i>Introduce next ring or category in model.</i></p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> · In this category, stakeholders over whom you have some influence are grouped · Influence can be based on position, backed by the Service, or on personal influence, as a scout leader or little league coach, for example 	

CONTENT	INSTRUCTOR NOTES
<ul style="list-style-type: none"> · In fact, one of the areas of focus for community building is building personal relationships and influence, outside of your professional duties and responsibilities. · Will want to consider whether you have balanced influence between professional and personal relationships. · Will also want to consider where you have the most influence in your community. · Amount and effectiveness of professional or personal influence may change for individuals depending upon where they carry out their responsibilities. 	<p>Note: Draw next ring on model. May refer back to page Comm-5.</p>
<p><i>Pose question:</i></p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> <p>How would you define “influence” for this model?</p> </div> <p><i>Discuss responses.</i></p> <p><i>Suggest</i> the definition of influence is the ability to create outcomes or effects outside or beyond an individual’s or group’s authority or control. <i>Remind</i> of definition offered earlier of control.</p>	<p>Allow 5 minutes for this Q/A discussion.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Post definition on model.</p>
<p><i>Key points:</i></p> <ul style="list-style-type: none"> · Individuals and groups under influence have no obligation and cannot be compelled to act or perform as the individual or group exerting influence wants. · Individuals and groups under influence act or perform out of their own commitment or desire rather 	

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<p>than any compelling authority.</p> <ul style="list-style-type: none"> · Volunteers are under “control” after they have committed and are willing to perform; the act of volunteering – of committing to volunteer – is a matter of influence. · Other stakeholders may fall under both categories of control and influence, depending upon circumstances. 	
<p><i>Pose question to full group:</i></p> <div style="border: 1px solid black; padding: 2px;"> <p>On the lists, who would you include, using this definition of influence?</p> </div> <p><i>Discuss responses.</i></p> <p><i>Tell</i> participants they will work individually, following up on their earlier work on stakeholders under “control.”</p>	
<p><i>Tell</i> participants to take a moment to review the broad list of stakeholders they noted in their workbooks in the activity of matching the criteria.</p> <p><i>Ask</i> participants, on Page Comm-6 to identify the stakeholders who may fit the “influence” category. <i>Remind</i> them they are now working in their own context, rather than in a more general sense. <i>Remind</i> participants that stakeholders they listed under “control” may also fit under “influence,” e.g. volunteers; they should list them both places.</p> <p><i>Ask</i> participants to indicate whether the stakeholders they list under “influence” are based on professional or personal relationships/influence.</p>	

CONTENT	INSTRUCTOR NOTES
<p>Allow 2-3 minutes for individual work. Ask for volunteers to share their list with the full group. Take 2-3 volunteers. Coach as appropriate; ask volunteer how decided that the stakeholder fit the “influence” category if not obvious.</p>	<p>Allow 2-3 minutes to work on this section.</p> <p>Ask same participants that volunteered in last exercise to volunteer again, in order to track the pattern they are developing.</p>
<p><i>Introduce last ring or category in model.</i></p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> · Most likely the largest category, having most stakeholders. · Category contains stakeholders over whom have least control or influence at the moment. · Should not assume that will always be the case. · May identify potential stakeholders in this category well worth pursuing in building relationships and support. · If lump all of the “silent majority” in this area and assume the “silent majority” doesn’t have much interest in your vision, or much to contribute, may overlook strong potential stakeholders. · May want to spend more time to sort through and identify sub-sets of the “silent majority” – may find that some subsets are actually more in “influence” category than “interest.” 	<p>Note: Draw next ring on model . May refer back to page Comm-5</p>
<p><i>Pose question and discuss response.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Which of the criteria used to identify stakeholders has most in common with this ring or category?</p> </div> <p><i>Response:</i> stakeholders who have a legal,</p>	<p>Allow 5 minutes for this Q/A discussion.</p>

CONTENT	INSTRUCTOR NOTES
<p>social/cultural or moral interest.</p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> · Does not mean that all stakeholders that fit that criterion fall in this category or ring, but many will. · Reverse is true – many stakeholders that fall into this category or ring, only fit that criterion, i.e., they have only a legal, social/cultural or moral interest. · Suggests that most stakeholders will meet more than one criterion, e.g., impacted, supports, potential support, needed to support, responsible for, as well as having an interest, in order to fall into one of the earlier categories or rings of control or influence. 	
<p><i>Pose question</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>What are some examples of stakeholders who fall into the category of interest/concern and meet the criterion, have legal, social/cultural or moral interest?</p> </div> <p><i>Take responses. Include following examples:</i></p> <ul style="list-style-type: none"> · Easterners who have a moral or social interest in reintroduction of wolves or grizzlies in western lands. · People from the lower 48 who feel passionately about opening up ANWR for oil exploration. · People who belong to groups such as Sierra Club or Audubon, when the groups take legal action against the Service, even though the individual group members have little control or influence over the decision to do so. 	<p>Allow 2-3 minutes for this Q/A discussion.</p>

CONTENT	INSTRUCTOR NOTES
<p><i>Tell</i> participants they will complete the activity they have been doing in phases. <i>Tell</i> them they will review once more their list of stakeholders meeting the criteria. <i>Instruct</i> them to list those stakeholders that fall into this category of “interest/concern.” <i>Remind</i> them again that some stakeholders will fall into more than one category, and that they may add stakeholders if additional ones occur to them.</p>	<p>Page Comm-6</p>
<p><i>Allow</i> 2-3 minutes for individual work. <i>Ask for volunteers</i> to share their list with the full group. <i>Take</i> 2-3 volunteers. <i>Coach</i> as appropriate; <i>ask</i> volunteer how decided that the stakeholder fit the “interest” category if not obvious.</p> <p><i>Debrief. Key points:</i></p> <ul style="list-style-type: none"> · This model helps prioritize stakeholders in terms of using resources, spending time. · Will want to use most time and other resources on stakeholders that fall into the category, “influence.” · Want to distinguish between professional and personal influence, and attempt to achieve some balance between the two. · Not neglect the stakeholders that currently fall under the category, “control” for risk of undermining stakeholder’s obligation or commitment, e.g., over volunteers. · Spend some additional time thinking about stakeholders currently in the category, “interest,” specifically the “silent majority” who appear to have little commitment or investment, but could be influenced, given time and 	<p>Allow 2-3 minutes to work on this section.</p> <p>Ask same participants that volunteered in last exercise to volunteer again, in order to track the pattern they are developing.</p>

CONTENT	INSTRUCTOR NOTES
resources.	
<p><i>Summarize activity. Key points:</i></p> <ul style="list-style-type: none"> · Have followed a process of identifying all existing and potential stakeholders and matching them to several criteria. · Have used a model of control, influence and interest/concern which will help target stakeholder groups when developing community-building strategies. · Model will help guide the use of resources to build support and relationships. · Model is dynamic; that is, will need to revisit from time to time as stakeholders shift from one category to another, and stakeholders come and go. · Keep the stakeholder process anchored against personal vision and Service’s purpose. 	
<p><i>Introduce benefits to Service and to community</i></p> <p><i>Introduce</i> concepts and context of benefits and serving.</p> <p><i>Refer to Page Comm-7 in workbook. Key points:</i></p> <ul style="list-style-type: none"> · Definition of benefits is common: a positive outcome or result; something gained because of... 	<p><i>Time: 50 minutes</i></p> <p>Page Comm-7</p>  <p>Slide/OH Mod 3.8</p>
<ul style="list-style-type: none"> · Definition of serving or being in service to is not as common: <ul style="list-style-type: none"> – to help or aid, helpful or friendly action 	

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<ul style="list-style-type: none"> – to provide with; the act or method of providing people with the use of... – To be of assistance to or promote the interests of · Want to think about how the Service and you individually provide benefits to, and more importantly serve or are in service to, your communities. · Also want to think about how the community can serve you and help you create your vision. 	
<p><i>Introduce Activity 3.3: Identifying Benefits</i></p> <p><i>Introduce activity. Key points:</i></p> <ul style="list-style-type: none"> · This is a split activity. One half of the table groups will work on one task, while the other half will work on a second complementing task. · (If necessary) Will regroup into four small groups. <p><i>Regroup participants at this point if necessary.</i></p> <ul style="list-style-type: none"> · The task for these two groups (<i>indicate which two groups</i>) will be to identify benefits the Service (or other agency) brings to the community; how the Service serves the community. 	<p>Purpose of activity: to identify benefits to the community from the community’s perspective; to identify what individual participants need to do to understand how they can serve their communities; to begin to form a message to the community about the benefits/how serve. Also, to identify the benefits the community brings to the Service and the individual vision; to begin to form a message about the benefits/how the community serves the Service.</p> <p>Note: Need to have four groups to split the activity as written. Groups can be as small as 3 individuals. Regroup participants if necessary.</p>
<ul style="list-style-type: none"> · The task for these two groups (<i>indicate groups</i>) will be to identify the benefits the community provides the Service and the individual in creating the vision. · The goals for both groups is to put fresh perspective on two old cliches, “We’re the government and we’re here to help,” and “Uncle Sam needs you.” 	

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<ul style="list-style-type: none"> · The outcome of the task is to create a message to the community that conveys either the benefits you bring to the community or vice versa. · The message should be a 2 minute presentation that will make to other groups. <p><i>Refer</i> participants to Page Comm-8 and review respective instructions. <i>Encourage</i> groups to make presentations light-hearted.</p> <p><i>Conduct activity.</i></p>	<p>Page Comm-8</p> <p>Allow 15 minutes to work in groups.</p>
<p><i>Ask</i> the groups presenting the message, “We’re the Government...” to present first. <i>Remind</i> other two groups they are to consider themselves the “community” to whom message is directed.</p> <p><i>Stop</i> after the two groups present, and <i>debrief</i> using following questions.</p>	<p>Allow 15 minutes for 2 presentations and follow-up questions/discussion.</p>
<p><i>Pose questions</i> to groups listening to the presentation.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>What were the benefits you heard in the messages?</p> </div>	
<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>How did the message indicate that they and the Service will serve you, the community.</p> </div> <p><i>Discuss responses.</i> <i>Ask</i> presenting groups if their community heard everything they wanted to convey.</p> <p><i>Pose question</i> to presenting groups.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>What did you have to think about – to</p> </div>	

CONTENT	INSTRUCTOR NOTES
<p>consider – in order to identify the needs and vision of the community so that you could create your message of benefits? What do you NOT KNOW about your community that could be critical to identifying community needs and vision? What is the impact of what you don’t know on your message?</p> <p><i>Discuss responses.</i></p>	
<p><i>Ask second two groups to present their message, “Uncle Sam needs you.”</i></p>	<p>Allow 15 minutes for 2 presentations and follow-up questions/discussion and final debrief key points.</p>
<p><i>Pose questions to groups listening to the presentations, as the community</i></p> <p>What did you understand these groups to ask of you, as the community? In their message, what are the benefits the Service wants the community to offer them?</p> <p><i>Discuss responses. Ask presenting groups whether their community audience heard everything they were asking for in their message.</i></p>	
<p><i>Pose question to listening groups.</i></p> <p>Based on the messages, what do you think the groups’ and the Service’s visions are? Was there enough information in the message to tell you?</p> <p><i>Discuss responses.</i></p>	
<p><i>Debrief. Key points:</i></p> <ul style="list-style-type: none"> · In creating a message to the community, need to be able to convey several concepts: <ul style="list-style-type: none"> – understand and show support 	

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<p>for the community’s vision and needs;</p> <ul style="list-style-type: none"> – articulate own vision, and Service’s, and how the community is critical to creating vision; – offer specifics about mutual benefits. <ul style="list-style-type: none"> · Need to know what you don’t know about community needs and vision – or visions of various parts of the community; need to take steps to learn what needs and vision(s) is or are. · Emphasis is not on creating a “slogan” but rather a rich message that can inspire, that people in community can identify with, that will create commitment. · In later modules, will talk about how to take basic message and adapt for different audiences, such as political, local power structure, etc. 	
<p><i>Introduce Activity 3.4: Introducing a Community</i></p> <p><i>Introduce</i> video segment. <i>Key points:</i></p> <ul style="list-style-type: none"> · Imagine that this community is the locus of your community building activities. · It is where many of your stakeholders live, work and recreate. · Assume that you have not been in this community very long. <p><i>Refer to Page Comm-9 in participant workbook. Key points:</i></p> <ul style="list-style-type: none"> · As you watch, make notes of your observations about the people and 	<p><i>Time: 20 minutes</i></p> <p>Note: Video to be used is The Truman Show. The scenes to be used occur a minute or two past the opening. Start vignette just after the scene of the light falling to earth, and the shot of the lamppost against the blue sky. Begin with car moving down street of community, with the voice-over radio announcing a piece of a plane falling. End as Truman is going through revolving door into office building. Vignette is approximately 1 ½ minutes long.</p> <p>Purpose of activity is to introduce viewing a community in context of thinking about the</p>

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<p>places, environment, neighborhoods, businesses, condition and socio/economic, and anything else noted.</p> <ul style="list-style-type: none"> · You'll be asked to draw preliminary conclusions about the community · Then you'll begin to identify where you would start to conduct a community assessment. <p><i>Show video vignette. Ask participants to finish note taking for a minute after the vignette. Ask participants to take an additional 5 minutes to compare their notes and observations in their small groups. Tell participants to identify the conclusions they think they can draw from their observations about the community. Ask groups to be prepared to share their conclusions.</i></p>	<p>elements of a community assessment.</p> <p>Allow 1 minute for additional note taking and 5 minutes for comparing notes in small groups.</p>
<p><i>Debrief discussion. Ask small groups to share their conclusions. Post key words and phrases of their comments.</i></p> <p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What would the dangers be of basing a community building approach on these observations and conclusions.</p> </div> <p><i>Discuss responses. Key points:</i></p> <ul style="list-style-type: none"> · Too little known about people. · Appearances can be deceiving. · Might make inappropriate or inaccurate assumptions about people's interests and resources based on appearances. · Might look more homogenous on surface than the community really is. 	<div style="text-align: center;">  </div> <p>Post participant responses</p>

CONTENT	INSTRUCTOR NOTES
<p><i>Make key points:</i></p> <ul style="list-style-type: none"> · No one would really formulate a community building approach based on so little knowledge. · The risks of doing so are very obvious. <p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What happens if you’ve been in a community some time and haven’t had or taken time to get to know the community better?</p> </div> <p><i>Discuss responses.</i></p>	
<p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Where would you start getting to know this community, in order to plan a community building approach?</p> </div> <p><i>Discuss responses.</i></p>	
<p><i>Introduce concept of conducting a community assessment. Key points:</i></p> <ul style="list-style-type: none"> · Growing body of research and literature on creating communities. · NEPA provides the legal framework in Title I, Section 101, using term “productive harmony.” · Increasing focus on conducting community assessments that include more than just an environmental assessment of natural resources, such as habitat, species, etc. · Many resources available to help in assessing community, including web-sites. · Community assessment process may be fairly simple or complex, depending upon the nature and 	<p><i>Time: 30 minutes</i> through summary</p> <p>Note: Instructor may add examples, “war stories,” but keep timing in mind. This is a relatively long lecturette.</p>

CONTENT	INSTRUCTOR NOTES
<p>definition or boundaries of the community.</p> <ul style="list-style-type: none"> · Community assessment is not done just once, but should be reviewed and revised on a regular basis. · Will not try to outline a complex assessment process here, but will provide some steps, guidelines and resources. 	
<p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What should result from conducting a community assessment?</p> </div> <p><i>Discuss responses. Post participant responses.</i></p> <p><i>Refer to Page Comm-10 in participant workbook.</i></p> <p><i>Review results indicated:</i></p> <ul style="list-style-type: none"> · A delineation of your planning area boundaries. · An identification of community values. · An inventory of natural and human-made features including sensitive areas and opportunities. · An evaluation of economic conditions in your community. · An evaluation of public facility and infrastructure capacity and effectiveness (e.g. wastewater treatment facilities). · Linkages among social, economic and environmental issues. <p><i>Link back to results identified by participants as posted.</i></p>	<div style="text-align: center; margin-top: 100px;">  <p>Post participant responses</p> </div> <div style="text-align: center; margin-top: 50px;"> <p>Page Comm-10</p>  <p>Slide/OH Mod 3.9-3.10</p> </div>

CONTENT	INSTRUCTOR NOTES
<p>Refer to Pages Comm-10-11 in participant workbook. Review the steps in the assessment process:</p> <ul style="list-style-type: none"> · Get the right people involved – decide whether you are going to do the assessment yourself, or involve others, including community members. · Determine your community area, also called planning area – <ul style="list-style-type: none"> – course has stressed describing community as people and groups; – may be able to correlate people and groups with a geographic area, such as town or ecosystem; – describing the community or planning area important to make sure not too large or dispersed, and not too small, or constrained to a limited geographic area inappropriately. 	<p>Pages Comm-10-11</p>  <p>Slide/OH 3.11</p>
<ul style="list-style-type: none"> · Gather information – will provide guidance on questions to ask in a number of areas of focus, and resources to search for information. May work directly from the resources, but talking with people will be important, especially if assessment is conducted by you and your own staff. · Get personal – suggests that you and your staff or colleagues get out into the community and talk to people, both leaders and regular folks, that you go to local gathering places and get to know people through casual and 	

CONTENT	INSTRUCTOR NOTES
<p>informal conversations. Will be critical to develop understanding of the social and cultural aspects of the community.</p> <ul style="list-style-type: none"> · Review and organize information – will need to organize or shape the information gathered into some format or structure that can be used to relate to your vision, and that will provide a strategic foundation for your future community building activities. 	
<p><i>Refer to Page Comm-11 in participant workbook.</i></p> <p><i>Lecturette. Key points:</i></p> <ul style="list-style-type: none"> · Several areas of community assessment are: <ul style="list-style-type: none"> – environmental/natural resources; – economic resources; – public policies, regulations and practices, including historic and current land use, environment; – public facilities and infrastructure; – health and health resources; and – social capital/cultural resources · An assessment that considers all areas will present a wholistic view of the community · Will help to better and more specifically identify ways individual and Service and community can provide mutual benefits. · Assume participants are familiar with assessing natural resources in an area. 	<p>Page Comm-11</p>  <p>Slide/OH Mod 3.12</p>

CONTENT	INSTRUCTOR NOTES
<ul style="list-style-type: none"> · Will define each area of focus in next few minutes · Will ask participants to carry out brief exercises on areas of focus. 	
<p><i>Refer to Pages Comm-13-24 in participant workbook for remaining lecturette.</i></p> <p><i>Lecturette -- Refer to Economic resources</i> <i>Key points:</i></p> <ul style="list-style-type: none"> · Definition of economic resources includes businesses and corporations that provide employment, the nature of employment – for instance, self-employed, small business ownership – and the level of employment – or unemployment. It also could include information on commuting times and amount of commuting. · If community is high tech in nature, could include collecting information on telecommuting, remote work locations, etc. · Note the types of questions to ask to prompt data collection, or to ask of community members. <p>Ask participants to take a minute to scan this section (pages Comm 13 to15).</p>	<p>Note: Will cover areas of focus up to and stopping before social capital/cultural resources. Will conduct brief exercise on areas covered, then continue to social capital/cultural resources discussion. Reason is to put heavy emphasis on social capital/cultural resources as being most related to course’s definition of community, and most likely focus of efforts to build community support and relationships.</p>
<p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>How might you use the information collected in this area?</p> </div> <p><i>Discuss responses. Make additional key points if not mentioned by participants:</i></p> <ul style="list-style-type: none"> · This data might indicate several 	

CONTENT	INSTRUCTOR NOTES
<p>things:</p> <ul style="list-style-type: none"> – linked to recreational trends, how people will spend money, and how much will spend, on environmentally oriented activities; – how much money might be available from the community to support your vision and activities, e.g., businesses providing grants or funds; – where, if available, you might provide funds or in-kind services to the community; – research indicates that communities that have met basic economic needs can spend time and resources on sustainability and environmental issues. 	
<p><i>Lecturette -- Refer to Public policies, etc. Key points:</i></p> <ul style="list-style-type: none"> · Definition of policies, regulations and practices includes both legislated and informal practices and policies. · Land use, current and historic, and planning a major element of this area, with large implications for federal land acquisition and uses in the area. · Policies and practices for sustainability and environmental issues often formalized in this area, through political or legislative means – e.g., passing laws, raising bonds, etc. · Also part of this area is information on housing, commercial/industrial, agricultural land use and zoning. · Open space, greenways and other 	

CONTENT	INSTRUCTOR NOTES
<p>environmental land use also part of this area, by way of zoning, sustainability concerns and development.</p> <ul style="list-style-type: none"> Note the types of questions to ask to prompt data collection, or to ask of community members. <p>Ask participants to take a minute to scan this section (pages Comm-15 to 17).</p>	
<p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>How might you use the information collected in this area?</p> </div> <p><i>Discuss responses. Make additional key points if not mentioned by participants:</i></p> <ul style="list-style-type: none"> Most obvious is coordination, planning and mutual support for local public and private and federal land use. Mutual support for water use and management planning. Mutual support for planning and managing open space, greenways and sensitive habitat. Information, planning and coordination of easements, e.g., agricultural, and land exchange and transfer credits for development where appropriate. Mutual support for master planning processes (legal/local government process of community master planning). 	
<p><i>Lecturette – Refer to Public facilities and infrastructure. Key points:</i></p>	

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<ul style="list-style-type: none"> · Defined as publically provided facilities for community use and support, including water, sewer, hazardous waste, highways and other forms of transportation. · Also includes law enforcement and protection, and fire and emergency services. · Important because of environmental policies, both local and national, and need for community compliance. <p>Ask participants to take a minute to review this section (pages Comm-18 to 22).</p>	
<p><i>Pose question.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>How might you use the information collected in this area?</p> </div> <p><i>Discuss responses. Make additional key points if not mentioned by participants:</i></p> <ul style="list-style-type: none"> · An obvious connection between public and your infrastructure is law enforcement and fire management. · Public facilities and infrastructure relate directly to economic factors, both drawing on local economy and impacting the economy. · Affected by growth and development of area and linked to environmental or sustainability issues as area grows. · Mutual support of water management is an issue in this area as in last area of public policies, reg and practices. 	
<p><i>Lecturette – Refer to Health section. Key points:</i></p> <ul style="list-style-type: none"> · Much research now links personal health to environmental considerations – both the health of the 	

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<p>environment and individual access to a healthy environment.</p> <ul style="list-style-type: none"> · A healthy environment includes safety issues for women and children. · This area may seem the least related to your community building efforts, but your land-base, if you have one, contributes to the environmental health, and by extension, to the health of the community. · Your land base and/or your participation in creating a local healthy environment contributes to the opportunities individuals have for exercise, clean air and water and healthy recreational opportunities. <p>Ask participants to take a minute to review this section (pages Comm-23 to 24).</p>	
<p><i>Summarize</i> this section. <i>Key points:</i></p> <ul style="list-style-type: none"> · These areas of focus could be called the hard data that you will consider collecting as part of a community assessment. · Some of this information you may already know, based on the length of time you have been part of your community. · Much of the data, as you will have noted, is available in “hard” form, meaning it is on paper – or computer – somewhere. · Some of these areas of focus will be less important to you if your community does not correlate with a definable geographic area; will be more important if you are working from a land-base in a clearly demarked geographic community. 	

CONTENT	INSTRUCTOR NOTES
<ul style="list-style-type: none"> · Also, you will not need to necessarily ask all of these questions in order to appropriately assess your community. · Your review of your community, as you defined it earlier, will determine which areas of focus are important, which less so. · In order to correlate your community to a geographic area, focus mostly on your stakeholders in your sphere of influence, and sphere of control where not within your agency. 	
<p><i>Introduce Activity 3.5: Beginning a Community Assessment</i></p> <p><i>Introduce activity. Key points:</i></p> <ul style="list-style-type: none"> · You have discovered the City of Santa Monica’s Sustainable City Program website and are exploring the site. · You know what your vision is for coastal Southern California. You have identified potential stakeholders or types of stakeholders, and know that they are concentrated in coastal cities, like Santa Monica. · You have been seeking geographic correlations for your potential stakeholders in order to begin building community support for your vision. · It appears from Santa Monica’s Sustainable City Program website that the city is a candidate for building community support. <p><i>Refer to Page Comm-25 in the participant workbook.</i></p> <p><i>Tell participants they will use this page and the handout you will provide for the activity.</i></p>	<p><i>Time: 40 minutes</i></p> <p>Note: Purpose of this activity is to practice using the assessment structure in a case study, to analyze and formulate an assessment to be conducted.</p>

CONTENT	INSTRUCTOR NOTES
<p><i>Tell</i> them they will work in their small groups to begin structuring a community assessment effort, based on material covered so far.</p> <p><i>Make point</i> that you will ask them to stop after step 1 of the activity and share their observations with the full group before completing step 2.</p> <p><i>Review</i> instructions with them; <i>emphasize</i> that they will refer back to the areas of focus for community assessments just covered when they begin work on step 2 of the activity.</p>	<p>Distribute handout: SantaMonica.HO1</p>
<p><i>Conduct</i> step 1 of the activity. <i>Stop</i> work; <i>debrief</i> by asking all groups to summarize their observations and assumptions.</p> <p><i>Pose question.</i></p> <div data-bbox="199 1104 800 1293" style="border: 1px solid black; padding: 5px;"> <p>Assuming your observations and assumptions are accurate, what areas of focus are you going to be most interested in? ...least concerned about, at least at the outset of your assessment?</p> </div> <p><i>Discuss responses.</i></p>	<p>Allow 10 minutes for group work</p> <p>Allow 10 minutes for debrief.</p>
<p><i>Pose question.</i></p> <div data-bbox="199 1434 800 1623" style="border: 1px solid black; padding: 5px;"> <p>Based on the observations and assumptions you have made, what blind spots might you have created for yourself? In other words, what areas might you overlook because of your assumptions?</p> </div> <p><i>Ask</i> participants to brainstorm for a minute about this question. <i>Discuss responses.</i> <i>Key points:</i></p> <ul style="list-style-type: none"> · It's natural to make assumptions based on observations and initial 	

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<p>information.</p> <ul style="list-style-type: none"> Often, those assumptions are valid and useful to guide the formulation of a community assessment. 	
<ul style="list-style-type: none"> Sometimes, assumptions might lead to overlooking critical areas or information because those areas don't seem immediately connected or relevant. For example, based on information provided on the website, might assume that the city is wealthy and environmentally conscious and overlook a hidden underemployed population or a significant but low-key population of community members opposed to sustainable policies. 	
<p><i>Conduct</i> step 2 of the activity. <i>Refer</i> to Page Comm-26.</p> <p><i>Debrief</i> by asking one small group to review the areas of focus and some of the critical questions they would start with in their community assessment. <i>Ask</i> other small groups to give feedback, either <i>additions</i> or <i>any disagreements or differences</i> they might have with first group's plan.</p>	<p>Page Comm-26 Allow 10 minutes for group work</p> <p>Allow 10 minutes for debrief.</p>
<p><i>Lecturette</i> on Social/Cultural.</p> <p><i>Refer</i> participants to Pages Comm-27-30. <i>Key points:</i></p> <ul style="list-style-type: none"> Social capital is a growing area of research in community building. Somewhat the equivalent of sustainable cities from the environmental perspective. 	<p><i>Time: 10 minutes</i></p> <p>Pages Comm-27-30.</p> <p>Note: Instructor may add examples and “war stories,” but keep timing in mind.</p>

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<ul style="list-style-type: none"> · Use the term capital for several reasons: <ul style="list-style-type: none"> – researchers believe social capital can be measured, like financial capital; – social capital can be created, used, spent, depleted, like financial capital; – elements of social capital are informal networks, reciprocity based on mutual benefits, trust, social/cultural norms and values and tolerance for diversity. 	
<ul style="list-style-type: none"> – considering these elements as capital puts on the same level of “legitimacy” as financial, physical and human capital; – away from realms of sociology and cultural anthropology; – becomes a factor in urban and community planning practices. 	
<p><i>Ask</i> participants to read Pages Comm-27 through 30.</p> <p><i>Ask</i> whether participants have questions. <i>Respond</i> as appropriate.</p> <p><i>Point out</i> other elements of this section of the assessment model. <i>Key points:</i></p> <ul style="list-style-type: none"> · Cultural resources include cultural and ethnic diversity and backgrounds. · As part of ethnic and cultural diversity, the assessment looks at the amount of representation and integration of backgrounds, and ease or difficulty of change, changing diversity. 	

CONTENT	INSTRUCTOR NOTES	
<ul style="list-style-type: none"> · Overlap in the area of cultural resources with population growth and stability. · Section also includes a focus on recreation and the role of recreational activities in community. · Some overlap possible here with public facilities, e.g., parks and other physical facilities for recreation and with health and health resources, since recreation is one measure of and resource for health. 		
<p><i>Refer</i> participants to Pages Comm-31-35. <i>Ask</i> participants to review this section of the community assessment model. <i>Note</i> definitions, questions to ask and resources.</p> <p><i>Refer</i> to Page Comm-31, Resources for Information column, for social capital. <i>Pose question.</i></p>	<p>Pages Comm-31-35. Allow 2-3 minutes to review this section.</p>	
<table border="1" style="width: 100%;"> <tr> <td data-bbox="194 1146 802 1220"> <p>Which step of the assessment process relates to this area of focus? Why?</p> </td> </tr> </table> <p><i>Discuss responses. Key points:</i></p> <ul style="list-style-type: none"> · Relates to the step called “Get Personal.” · Only way to learn some of this information is to hang out at the local diner, local coffee shop, news stand, other local gathering places. · Need to meet and talk to people, both leaders and not, to answer some of these questions. · Need to walk streets, drive around, observe, listen to others. 	<p>Which step of the assessment process relates to this area of focus? Why?</p>	<p>Note: This question refers to the steps of the assessment process covered on participant workbook Pages Comm-10-11: Get the Right People Involved; Determine your Community; Gather Data; Get Personal; Review/Organize the Data</p>
<p>Which step of the assessment process relates to this area of focus? Why?</p>		
<p><i>Introduce Activity 3.6: Beginning a Community Assessment</i></p>	<p><i>Time: 20 minutes</i></p> <p>Purpose of this activity is to apply the</p>	

CONTENT	INSTRUCTOR NOTES
<p><i>Refer</i> participants to Page Comm-36. <i>Review</i> instructions.</p> <p><i>Conduct activity</i> on social/cultural resources.</p> <p><i>Debrief results.</i> Ask various small groups to respond to one question in turn, with other groups commenting and adding from their discussions.</p>	<p>concepts of social capital and cultural resources to the case study and practice identifying questions and resources to answer the questions in the context of the case study.</p>
<p><i>Summarize</i> this activity. <i>Key points:</i></p> <ul style="list-style-type: none"> · Conducting this aspect of a community assessment is a mix of personal involvement and researching hard data. · Both are necessary to develop a full picture of the social and cultural resources in the community. <p><i>Summarize</i> community assessments. <i>Key points:</i></p> <ul style="list-style-type: none"> · Social capital/cultural resources will probably be the critical area of focus for your community assessments. · It is context of social/cultural in which will actually carry out community support-building and relationship-building activities. · The relationships begun in the process of conducting the community assessment will often provide the foundations for long-term relationships to support the mission and your vision. · Through process of conducting this aspect of community assessment, will begin to establish – or reinforce – trust within the community, one of the natural elements of social capital. · Also will begin to tap into networks 	

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<p>that will be important later in building support and relationships.</p>	
<ul style="list-style-type: none"> · Might look at the other areas of focus as providing the background, and a static snapshot of the community. · The social/cultural area of focus describes the dynamic, “living” community. · Community assessment should not be done just once, but should be reviewed and revised if major changes take place in the community, or that impact the community. · Also review community assessment on a regular, though infrequent basis. 	
<p>Additional key points:</p> <ul style="list-style-type: none"> · If have been in community awhile, much of the social/cultural foundation may be laid. Use model to review what you know, and where you need additional information to make your community-building efforts more effective or more targeted. · Surveys are often recommended as part of a community assessment. Remember that federal employees cannot conduct surveys, without following stringent guidelines and getting approval from agency and from OMB. · Can use survey data gathered by others in community, as long as you don’t ask another group to conduct the survey on your behalf. 	
<p><i>Transition to next module. Key points:</i></p> <ul style="list-style-type: none"> · In Modules 2 and 3, we have looked 	

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<p>at the community in a wholistic way.</p> <ul style="list-style-type: none"> · Defining the community, identifying stakeholders, and conducting a community assessment. · Important to provide a foundation for identifying the target stakeholders and the relationship-building activities. · Following modules will begin to focus on specific community members and groups, and specific activities. <p><i>Personal Development Guide</i></p> <p><i>Refer</i> participants to section in Personal Development Guide for Module 3. Review instructions. <i>Provide time</i> for participants to work on guide.</p>	<p><i>Time: 10 minutes</i> or homework</p> <p>Pages 3-8</p>

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