

*Boosting Your Chances of Success in*

# ***Community Action***

# **Facilitator Notes**

March 2018

v1.3

**cdli** community development learning initiative

# Boosting Your Chances of Success in Community Action

## Facilitator Notes

v1.3 March 2018

The Community Development Learning Initiative created this curriculum to serve as a framework — not a script — for community development learning. It is provided under a Creative Commons license in the spirit of making it accessible and encouraging innovative use.



creativecommons.org



Community Development Learning Initiative, 2017

© 2017 by the Community Development Learning Initiative. This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0). To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>.

You are free to:

**Share** – copy and redistribute the material in any medium or format

**Adapt** – remix, transform and build upon the material

Under the following terms:

**Attribution** – you must give appropriate credit, provide a link to the license, and indicate if changes were made; you may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use

**NonCommercial** – you may not use the material for commercial purposes

**ShareAlike** – if you remix, transform or build upon the material, you must distribute your contributions under the same license as the original

# Table of Contents

About This Curriculum .....	1
How to Use the Curriculum .....	2
Facilitation Tips .....	3
Principles of Adult Education.....	3
Process Tips.....	3
Participant Outcomes .....	5

## Session Details

Session 1: How Will I Lead? .....	7
Session 2: Who Should Be Involved, and Why?.....	13
Session 3: What About Wicked Problems?.....	17
Session 4: Action and Learning .....	21
Quotes for Connection to the Heart Activity .....	23
Small Group Questions for Encouraging Leadership In Others Activity .....	31



---

## About This Curriculum

Change for the common good seems to happen more easily in some communities. Activities get planned, relationships built, and problems addressed. In other communities, change seems to be slower and more challenging. This curriculum was developed to support people who want to lead or influence collective action to improve quality of life for their community. It explores the mindsets, leadership approaches and communication strategies that boost chances of successfully influencing change.

The curriculum was developed with input from Calgary residents, community development practitioners, and others in the fields of community development and leadership development. As one step in the process, a public Curriculum Lab event was held in Calgary in March 2017 to gather feedback and input on the content and design of the curriculum. Results of a voting station showed that eighty-six percent of those in attendance preferred the curriculum to be between one and five sessions long. In response, this curriculum is structured into four three-hour sessions. This structure will not be appropriate for all who want to use it. The curriculum is intended to provide a framework for learning, not a script.

Many skills and resources are needed to carry out collective community action. They could never all be addressed in four sessions. Instead, the curriculum offers a leadership approach that expands the way we think and work in communities to involve diverse perspectives and mobilize diverse skills and resources. One person cannot control community change. Complex issues require the involvement and contributions of many.

Main learning points of the curriculum relate to:

- effective mindsets for collective action;
- leadership approaches for complexity;
- connecting with and motivating others;
- influencing collective action;
- addressing complex issues and root causes;
- types of success;
- learning from results.

---

## How to Use the Curriculum

If you are a facilitator planning to use this curriculum, you may want to adjust the structure, content and delivery techniques to best suit your objectives and your audience. The curriculum is provided under a Creative Commons copyright license in the spirit of making it accessible and encouraging creative use.

After you are familiar with the Curriculum and the Facilitation Notes, the following questions may help guide decisions about how and why to modify the structure, content and delivery techniques of the curriculum:

- What are your objectives for delivering this curriculum?
  - Which pieces of the curriculum most meaningfully align with those objectives?
- How do you plan to offer the training curriculum, and how will that affect the structure and content?
  - Will you offer it as a stand-alone training opportunity?
  - Will you embed it into an existing training opportunity or program?
  - Will you use it as a base and add other content to support your objectives?
- What are the interests, strengths and needs of your target audience?
  - What number of sessions are they likely to commit to and how long should each session be?
  - Which parts of the content are likely to be most interesting and valuable for them? (Consider their motivation for taking the training and their levels of experience with community development or resident-led action.)
  - What creative delivery techniques will best support different learning styles?
  - What additional support will help them participate and meet learning objectives?
- What space will you use?
  - Does it accommodate small group work?
  - Will you be able to show videos referenced in the curriculum?
- Will you co-facilitate with someone else, or on your own?
- What feedback do you want to gather from participants at the end of the training?
  - What feedback will help you determine whether your objectives were met?
  - What feedback will help you improve the content and delivery techniques for next time?
- What follow-up support will be provided after the training?

---

## Facilitation Tips

### *Principles of Adult Education*

Principles of adult education help create a group environment that supports adult learning.

Adults have a lot of experience and knowledge.

- All participants have something to contribute during learning sessions.
- Focus on participants' strengths, ask them what they already know, and create opportunities for them to share their experiences and knowledge with each other for group learning.

Adults learn by experiencing things and applying new information to what they already know.

- Encourage participants (as time allows) to discuss new information, share their views, and consider how it relates to their own lives.
- Create opportunities for participants to work together to generate new information.
- Don't cram too many activities into the time available. Introduce information in the simplest way possible and plan time for meaningful discussion.

Adults prefer to focus on real life, immediate problems rather than theories.

- Continuously apply curriculum concepts and information to real community situations that have been shared by group participants.
- Ask participants to give examples of how they might use new tools or new information in their own communities.

Adults like to understand WHY it is important to know or do something.

- Be clear about the objectives of each training session.
- Encourage discussion about why information is useful and in what situations it may be helpful.

Adults have already established strong values, beliefs, and opinions.

- Respect the viewpoints of all participants.
- When participants have differing opinions, use it as an example to show that we need to seek out and try to understand the different perspectives that exist within our own communities.
- Ask participants to be open to challenging their own ideas as they are exposed to new information and new perspectives.

### *Process Tips*

Consider co-facilitation.

- Co-facilitation can broaden learning opportunities through different facilitation styles and different insights.

Be flexible.

- Be open to adapting the agenda of each session to meet group needs. For a significant change during a session, explain why you prefer the change and ask participants if they agree.

Visit the training room in advance.

- Plan how early you will arrive for set up and how you will use the space for different activities.

Plan when to give curriculum handouts.

- Participants often learn the most when they experience and discuss new information together. We recommend not giving curriculum materials in advance because discussions may not be as meaningful if some participants have pre-read and others have not. Handing out curriculum materials at the start of each session assures participants they don't need to take a lot of notes. It also allows them to refer to important resources as necessary. Discourage participants from reading along so they can fully participate in discussion.

Decide how to deliver the curriculum.

- These notes offer facilitation details for each activity in the curriculum. They are only suggestions. Adapt the materials and activities to meet your objectives and suit your target audience.

Review what participants have shared.

- In preparation for each session, review the motivations, learning expectations and community visions participants have shared. Think about how to apply curriculum content to real-life community situations.

Anticipate challenges.

- Think about issues or problems that may arise during the session and how you will respond.

Use energizers and ice breakers.

- Always have one or two extra ice-breakers or energizing activities planned. Use them if you notice the group seems tired or unfocused.

Trust that participants will learn what they need to learn.

- Don't be alarmed if participants learn something different than what you intended from an activity. By applying information to their own lives, participants will learn what they need to learn at that moment.

Create an environment for reflection.

- Play soft background music or dim the lights during personal reflection activities to create a calm environment.

Weave ideas together.

- The resources '*Mindset Shifts for Effective Community Development*' and '*Expanding the Way We Think and Work in Community*' are anchor concepts for the curriculum. Whenever possible, draw attention to examples of these mindsets and leadership approaches as they arise in group discussions. At the end of each session, help participants integrate their learning by discussing how other curriculum content connects with these anchor concepts.

Close the session intentionally.

- Plan closing activities that support your objectives for delivering the training.

Plan for meaningful evaluation.

- Plan to gather feedback that will help you understand whether your training objectives were met and how you might improve the content and delivery for next time.

# ***Community Action***

---

## **Participant Outcomes**

After participating in this curriculum participants will be able to:

- describe things that make communities and community change complex
- know the difference between community vision and community action
- understand why leading an action they believe would be good for their community might not be successful without first connecting with others to learn what is important to them
- describe mindsets that help community members work together effectively for community change
- describe leadership approaches that are, and are not, effective for leading complex change
- name stakeholders inside and outside their communities who might support or resist their community vision
- provide examples of conversation strategies that can help build common vision, inspire others to act, shift stakeholders along the spectrum of allies, and reflect on results
- give examples of how to encourage leadership in others
- identify common resources needed to carry out resident-led actions and how they might be mobilized or accessed
- name people or resources that can help them stay energized and motivated for being involved in their communities
- describe their most significant learnings from the training and how they plan to use them in their personal and/or community life



## Session One

# How Will I Lead?

---

### Preparation

#### *Objectives*

- introduce training and explore expectations
- get to know each other and the communities we are connected to
- explore the complex nature of communities and community change
- consider effective mindsets and leadership approaches for influencing community change
- reflect on how to get the most out of this training

#### *Resource Handouts*

- Mindsets for Effective Community Development
- Expanding the Way We Think and Work in Community

#### *Supplies*

- flipchart paper, stand and markers
- masking tape
- extra pens
- pencil for each participant
- a few erasers
- large paper for Name Scrabble activity (ie. a page of flipchart paper)
- music and speaker for reflection time
- printed curriculum for participants (with binders if budget allows)
- wifi password (to access video)
- laptop and projector (if video will be projected)
- food, beverage, cutlery, napkins (if budget allows)

#### *Preparation Before the Session*

- cue and test video: What is Reflective Learning? (for Reflection activity)  
<https://www.youtube.com/watch?v=XlsznZR4hzY> (2 minutes 56 seconds)
- write on flipchart paper:
  - agenda outline (with timing and breaks to support time management)
  - definition of Community Development
  - Why CDLI created this Training (list italicized headings only)
  - questions for 'Connection to the Heart' – Introduction Go-Around

## Activity Details

20 min	Introduction	Debrief
	<p><b><i>Ice Breaker – Name Scrabble</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• encourage participants to interact with each other</li> <li>• observe group dynamics</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• explain rules included in Curriculum</li> <li>• provide one large paper for the group to work on</li> <li>• give a pencil to each participant and a few erasers to share.</li> </ul>	<ul style="list-style-type: none"> <li>○ Review everyone’s names.</li> <li>○ There will be more opportunities to get to know each other.</li> </ul>
15 min	Introduction to Training	Debrief
	<p><b><i>What This Training is About</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• build common understanding of ‘community development’</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• present definition on flipchart and facilitate discussion: <ul style="list-style-type: none"> <li>- Why ‘welcoming’?</li> <li>- Who are the ‘others’?</li> <li>- What is ‘collective action’?</li> <li>- Who’s ‘quality of life’?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ There are no correct answers, but these are questions we need to consider when we are involved in community development.</li> </ul>
	<p><b><i>Why CDLI Created This Training</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• provide context for the training</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• present each italicized heading on flipchart and describe briefly</li> </ul>	
	<p><b><i>Create Group Agreement</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• agree on group rules that can be referred to as necessary throughout the training</li> <li>• build comfort level of participants</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• record group rules on flipchart and post the group rules on the wall for each future session</li> </ul>	<ul style="list-style-type: none"> <li>○ Does anyone disagree or feel uncomfortable with any of the rules? (don’t assume silence means agreement)</li> </ul>

30 min	Connection to the Heart	Debrief
<p><b>Introduction Go-Around</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• get to know each other</li> <li>• begin to identify community visions that curriculum material can be applied to</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• explain: ‘Connection to the Heart’ is a strategy we will discuss further. It is used to explore why something is important to people and what they care enough about to act on.’</li> <li>• present five questions on flipchart</li> <li>• draw a line to divide flipchart page in half and record expectations on one side and passions on the other</li> <li>• a ‘passion’ could include a concern, idea, strength, desired change, vision, etc.</li> </ul>		<ul style="list-style-type: none"> <li>○ Throughout the training we will try to apply information to real-life community situations, including those just shared.</li> </ul>
<p><b>Mindsets for Effective Community Development</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• build awareness of mindsets that boost chances for successful community action</li> <li>• explore the current mindsets of participants and the communities they are connected to</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• summarize handout then facilitate conversation on the two questions</li> </ul>		<ul style="list-style-type: none"> <li>○ These mindsets will be referred to often throughout the training.</li> <li>○ (if time permits) How we can influence mindset shifts within our own communities?</li> </ul>
40 min	Building on What We Know: The Complex Nature of Community Change	Debrief
<p><b>Community Possibilities (15 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• reinforce shifting mindsets from focusing on problems to focusing on possibilities</li> <li>• define community visions that curriculum material can be applied to</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• write each community possibility or vision statement on a separate piece of paper and post them around the room in different locations</li> </ul>		<ul style="list-style-type: none"> <li>○ We have now shifted to express all of the passions discussed earlier as possibilities or visions rather than problems or concerns.</li> </ul>

<p><b><i>Self-Organized Conversations (15 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• explore participants’ background knowledge and mindsets towards collective action</li> <li>• begin to identify why communities are complex systems (bridge to next activity)</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• instruct participants to talk about all the visions in their group and take simple bullet notes</li> <li>• notes do not need to be organized by vision</li> </ul>	
<p><b><i>Conversation Results and Discussion (10 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• begin to identify why communities are complex</li> <li>• learn from each other</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• as groups present their highlights, record themes on flipchart</li> </ul>	<ul style="list-style-type: none"> <li>○ The mindsets, leaderships approaches and strategies presented throughout this training are based on recognition that community change is often not straightforward or simple.</li> </ul>
<p><b>45 min</b>   <b>Learning More Together</b></p>	<p><b>Debrief</b></p>
<p><b><i>Complicated versus Complex Systems (10 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• increase understanding of complex systems</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• write the definition of ‘system’ on flipchart</li> <li>• write the names of the three types of systems and draw an image for each (cake, rocket, stick-person family)</li> <li>• ask questions to draw out information for each type of system: <ul style="list-style-type: none"> <li>- Which has the most parts?</li> <li>- What are the parts?</li> <li>- Do the parts interact in predictable ways?</li> <li>- Can a formula be developed to achieve the same results every time?</li> <li>- Is expertise needed?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Communities and community change are complex systems.</li> <li>○ We already discussed some things that make community change challenging and complex. The list ‘What Makes Communities Complex?’ gives other examples of the many parts that interact in a community to make it a complex system.</li> </ul>

<p><b>Leadership Approaches for Community Change (10 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>familiarize participants with this anchor piece of the curriculum</li> <li>increase understanding of why different leadership approaches are necessary for complex vs complicated systems</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>present the concepts in the inner ring and explain why they are effective for launching a rocket</li> <li>ask what pitfalls, roadblocks or backlash we might experience if we try to use the concepts in the inner ring to lead community change</li> </ul>	<ul style="list-style-type: none"> <li>One approach is not better than the other. The inner circle is effective for complicated systems. The outer circle is more effective for complex systems. When we work in our communities, we will be more effective if we pay attention to the type of system we work within and make conscious choices about our leadership approach.</li> </ul>
<p><b>Discussion (15 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>apply the different leadership approaches to a real community situation</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>Facilitate discussion on each bullet point and highlight these points: <ul style="list-style-type: none"> <li>Who you involve: a small group you are connected to vs. wide range of people and organizations</li> <li>Actions: chosen by you vs. chosen with involvement of others</li> <li>Expectations: change will be straightforward and you can control the process and results vs. change takes time and is dependent on others - you can influence the process and results.</li> <li>Skills: you must have the skills to lead vs. you can mobilize others to contribute their skills</li> <li>Changes: focus on end results vs. focus on end results AND changes that results from the process of working together as a community</li> </ul> </li> </ul>	
<p><b>10 min Weaving Ideas Together</b></p>	<p><b>Debrief</b></p>
<p>Purpose:</p> <ul style="list-style-type: none"> <li>increase awareness of how the leadership approaches in the outer ring support the mindset shifts for effective CD</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>facilitate open discussion to support group learning</li> </ul>	<ul style="list-style-type: none"> <li>These are anchor concepts for the curriculum that will be revisited each session.</li> <li>Each session includes a glossary of concepts and links to additional resources and learning opportunities.</li> </ul>

15 min Reflection	Debrief
<p>Purpose:</p> <ul style="list-style-type: none"> <li>• encourage the practice of reflection for learning</li> <li>• support all learning types by creating time for quiet, self-directed learning</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• play video <i>What is Reflective Learning</i> (optional)</li> <li>• ask participants to take personal time to answer the questions</li> <li>• play relaxing background music</li> <li>• if desired, have internet access and devices available for people to search topics that interest them if they finish early</li> </ul>	<ul style="list-style-type: none"> <li>○ Take time to re-read the curriculum notes before the next session, including the Glossary of Concepts and Additional Learning Ideas. There is probably more information in the notes than was discussed during this session.</li> <li>○ (if time permits) Is anyone willing to share the actions they plan to take?</li> </ul>

## Session Two

# Who Should Be Involved, and Why?

---

## Preparation

### Objectives

- understand the difference between community vision (why) and community action (what)
- recognize the role a community vision plays in motivating diverse people to get involved
- explore who to connect with to build and achieve a community vision
- consider communication strategies that inspire others to contribute their talents, knowledge, resources, passion and time

### Resource Handouts

- My Community Vision: Focus on Why
- Community Assets
- Generative Conversations
- A Calgary Story: Gathering Places, Conversation Starters and Invitations to Act

### Supplies

- flipchart paper, stand and markers
- masking tape
- extra pens
- music and speaker for reflection time
- printed curriculum for participants
- wifi password (to access video)
- laptop and projector (if video will be projected)
- food, beverage, cutlery, napkins (if budget allows)
- group rules to post on wall

### Preparation Before the Session

- cue and test video: Simon Sinek – Start With Why (for Building on What We Know activity)  
<https://www.youtube.com/watch?v=IPYeClTpxw> (5 minutes)
- write on flipchart paper:
  - agenda outline (with timing and breaks to support time management)
  - People are motivated by what they can contribute to create change that is important to them. (for Connection to the Heart activity)
- review motivation, learning expectations and community visions shared by participants in the last session and think about how to align curriculum material with these
- plan specific affinity groups you want to call out during the Icebreaker - Affinity Groups activity

## Activity Details

15 min	Introduction	Debrief
	<p><b>Icebreaker – Affinity Groups</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>introduce concept ‘affinity group’</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>Call out examples such as: grandparents and parents; people born in Calgary; people born outside of Canada; people who prefer salty snacks over sweet snacks; ‘morning people’; people who speak a language other than English; etc.</li> </ul>	<ul style="list-style-type: none"> <li>Everyone is unique. We often feel comfortable with people we have something in common with. But for effective community development we need to challenge ourselves to move out of our comfort zones to understand those who are different from us and what they can contribute.</li> </ul>
15 min	Connection to the Heart	Debrief
	<p>Purpose:</p> <ul style="list-style-type: none"> <li>increase awareness that even though our ideas are good, they may not immediately be supported by others</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>facilitate open discussion</li> </ul>	<ul style="list-style-type: none"> <li>People are not only motivated by how they will benefit. They are also motivated because something is important to them (vision) and they recognize how they can personally contribute to make a difference (their talents and assets).</li> </ul>
30 min	Building on What We Know: Why Should Others Get Involved?	Debrief
	<p><b>Community Vision (20 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>introduce conversation tool ‘Start With Why’</li> <li>increase awareness of the difference between actions (what) and vision (why)</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>play video</li> <li>facilitate brief discussion to identify examples of ‘what’ vs ‘why’ for some of the community visions previously discussed in the training</li> <li>instruct participants to complete the resource ‘My Community Vision’</li> </ul>	<ul style="list-style-type: none"> <li>Was it hard or easy to focus on why? Does anyone want to share their personal community vision?</li> </ul>

60 min	Learning More Together: Who Should Be Involved?	Debrief
<p><b>Community Assets (20 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• raise awareness of asset-based approach to community development</li> <li>• introduce tool: Community Assets</li> <li>• apply tool to a community situation</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• choose one community vision that has been discussed previously</li> <li>• facilitate discussion by applying the questions on the Community Assets resource to that community vision</li> </ul>		<ul style="list-style-type: none"> <li>○ (refer to ‘Expanding the Way We Think and Work’ graphic) When we use an approach that involves diverse people and organizations and encourages self-organizing, we can have realistic expectations of ourselves by understanding we don’t need to provide or find all the skills and resources ourselves.</li> </ul>
<p><b>Generative Conversations (20 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• introduce conversation strategy: Generative Conversations</li> <li>• raise awareness of the importance of consciously choosing how we communicate</li> <li>• explore communication tips that support mutual learning and generate new ideas</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• review the definition and process for generative conversations on resource ‘Generative Conversations’</li> <li>• contrast generative conversations with contest conversations, where each side wants to win and prove their side right</li> <li>• facilitate discussion using bullet points</li> </ul>		<ul style="list-style-type: none"> <li>○ Generative conversations often go in a new, shared direction. We have to be willing to change our own position and ideas based on what we learn from the conversation in order to move in new directions.</li> </ul>
<p><b>Practicing Generative Conversations (20 min)</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• practice generative conversations</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• choose one community vision to focus on</li> <li>• break into pairs and practice having generative conversations about the vision</li> <li>• ask each pair to join another pair (a group of four) and have a new generative conversation</li> <li>• as time permits, keep joining groups until you reach one large group discussion</li> </ul>		<ul style="list-style-type: none"> <li>○ The conversation process is not linear. Keeping the four parts of the process in mind throughout a conversation can increase our chances of learning from each other and identifying common ground and new directions.</li> <li>○ It can be difficult to start a conversation with people we don’t know. There is a resource at the end of this session (A Calgary Story) that has tips.</li> </ul>

10 min	Weaving Ideas Together	Debrief
<p>Purpose:</p> <ul style="list-style-type: none"> <li>reinforce leadership approaches and mindset shifts</li> <li>support participants to integrate what they have learned so far</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>facilitate discussion using bullet points</li> </ul>		
20 min	Reflection	Debrief
<p>Purpose:</p> <ul style="list-style-type: none"> <li>encourage the practice of reflection for learning</li> <li>support all learning types by creating time for quiet, self-directed learning</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>ask participants to take personal time to answer the questions</li> <li>play relaxing background music</li> <li>if desired, have internet access and devices available for people to search topics that interest them if they finish early</li> </ul>		<ul style="list-style-type: none"> <li>Take time to re-read the curriculum notes before the next session, including the Glossary of Concepts and Additional Learning Ideas. There is probably more information in the notes than was discussed during this session.</li> <li>(if time permits) Is anyone willing to share the actions they</li> </ul>

# What About Wicked Problems?

---

## Preparation

### *Objectives*

- explore why some community visions are more complex to achieve than others
- consider root causes of persistent community issues
- recognize the importance of building relationships with both allies and opponents to influence change
- consider effective communication strategies for working with allies and opponents

### *Resource Handouts*

- Shifting the Spectrum of Allies
- Root Causes and Mind Maps
- A Calgary Story: Working with Allies and Opponents

### *Supplies*

- flipchart paper, stand and markers
- masking tape
- extra pens
- large post-it notes or other paper for Connection to the Heart activity
- large papers (flipchart pages) for Mind Map small group activities
- music and speaker for reflection time
- printed curriculum for participants
- wifi password (to access video)
- laptop and projector (if video will be projected)
- food, beverage, cutlery, napkins (if budget allows)
- group rules to post on wall

### *Preparation Before the Session*

- cue and test video: The 5 Whys: Becoming a Changemaker (for Building on What We Know activity) <https://www.youtube.com/watch?v=5YEBbbveLC0> (5 minutes)
- write on flipchart paper:
  - agenda outline (with timing and breaks to support time management)
- review motivation, learning expectations and community visions shared by participants in the last session and think about how to align curriculum material with these

## Activity Details

15 min	Introduction	Debrief
	<p><b>Icebreaker - Chaos</b></p> <p><i>Purpose:</i></p> <ul style="list-style-type: none"> <li>reinforce concept of complexity</li> </ul> <p><i>Instructions:</i></p> <ul style="list-style-type: none"> <li>explain instructions included in Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>In communities, one small change can have unintended ripple effects on other people or things. It is important to connect with others to notice and understand what is changing in our communities.</li> </ul>
15 min	Connection to the Heart	Debrief
	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> <li>observe participants' understanding of vision statements and what makes pursuing them complex</li> <li>generate a vision statement that can be used for the next activity</li> </ul> <p><i>Instructions:</i></p> <ul style="list-style-type: none"> <li>explain instructions included in Curriculum</li> <li>create an imaginary line to represent a spectrum from simple to complex and ask participants to post their visions along the spectrum</li> </ul>	
30 min	Building on What We Know: Root Causes	Debrief
	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> <li>increase awareness of root causes</li> <li>introduce conversation strategy: 5 Whys</li> <li>practice using mind maps as a way to organize information that results from community conversations</li> </ul> <p><i>Instructions:</i></p> <ul style="list-style-type: none"> <li>watch video</li> <li>draw an example of a mind map on flipchart (use resource Root Causes and Mind Maps if you prefer)</li> <li>choose one community issue and break into small groups to create a mind map of root causes for that issue</li> <li>ask groups to identify one root cause they are interested to take action on</li> <li>facilitate discussion using bullet points</li> </ul>	<ul style="list-style-type: none"> <li>There aren't right and wrong answers about root causes. We learn more about root causes as we talk with more people.</li> <li>Addressing one root cause won't solve a complex issue. Many different actions may be necessary to address one root cause. Self-organizing enables people and organizations to work according to their motivation.</li> <li>Mind maps can be helpful for taking notes on complex topics or during community conversations.</li> </ul>

45 min	Learning More Together: Shifting the Spectrum of Allies	Debrief
<p><b><i>Wicked Problems (5 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• introduce concept of wicked problems</li> <li>• raise awareness of the importance of working with many stakeholders to address wicked problems</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• define wicked problems</li> <li>• ask participants whether any of the visions posted on the spectrum involve wicked problems</li> </ul>		
<p><b><i>Shifting the Spectrum of Allies (25 minutes)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• raise awareness of the importance of working with allies AND opponents for effective change</li> <li>• explore realistic aims for relationships with opponents and allies</li> <li>• consider conversation strategies to build working relationships as opposed to shutting down conversation</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• present resource: Shifting the Spectrum of Allies – highlight the importance of preparing before a conversation with an opponent or ally by thinking about realistic expectations (aims) and brainstorming some conversation strategies for building trust</li> <li>• choose one community vision to focus on and facilitate discussion using bullet points</li> </ul>		<ul style="list-style-type: none"> <li>○ We can be more effective when we make conscious choices about our aims and the communication strategies we will use to achieve them. It can be helpful to ask, “How can I talk about this in a way that will make the other person or organization willing to work with me?”</li> </ul>
<p><b><i>Wicked Questions (15 minutes)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• introduce conversation strategy: wicked questions</li> <li>• reinforce the importance of being willing to challenge our own perspectives and assumptions in order to effectively address wicked problems</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• define wicked questions</li> <li>• facilitate discussion using bullet point</li> </ul>		<ul style="list-style-type: none"> <li>○ Wicked questions invite the other person AND ourselves to both challenge our way of thinking and look for creative solutions.</li> </ul>

30 min	Weaving Ideas Together	Debrief
<p>Purpose:</p> <ul style="list-style-type: none"> <li>reinforce anchor concepts of curriculum</li> <li>support participants to integrate what they have learned so far</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>facilitate discussion using bullet points</li> </ul>		<ul style="list-style-type: none"> <li>It can be helpful to offer an ally/opponent an action you are willing to take based on your conversation and to ask the other person to do the same. For opponents, it can be a simple request related to your aim. “Could you tell others that you talked with me and that I’m interested to learn more from their perspective?” An invitation to act opens opportunities for future relationship building.</li> </ul>
15 min	Reflection	Debrief
<p>Purpose:</p> <ul style="list-style-type: none"> <li>encourage the practice of reflection for learning</li> <li>support all learning types by creating time for quiet, self-directed learning</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>ask participants to take personal time to answer the questions</li> <li>play relaxing background music</li> <li>if desired, have internet access and devices available for people to search topics that interest them if they finish early</li> </ul>		<ul style="list-style-type: none"> <li>Take time to re-read the curriculum notes before the next session, including the Glossary of Concepts and Additional Learning Ideas. There is probably more information in the notes than was discussed during this session.</li> <li>(if time permits) Is anyone willing to share the actions they</li> </ul>

## Session Four

# Action and Learning

---

## Preparation

### *Objectives*

- practice applying resources, communication strategies and leadership approaches discussed in this training to real community situations
- explore tips for community action planning and encouraging leadership in others
- identify how to recognize and celebrate different types of success
- reflect on next steps

### *Resource Handouts*

- Action Plan Template
- Community Conversation Planning Guide
- Celebrate Success
- Summary: Conversation Strategies for Influencing and Leading Community Action

### *Supplies*

- flipchart paper, stand and markers
- masking tape
- extra pens
- curriculum quotes and basket for Connection to the Heart Activity
- small group questions for Encouraging Leadership activity
- paper for small groups to take notes (Encouraging Leadership activity)
- music and speaker for reflection time
- printed curriculum for participants
- wifi password (to access video)
- laptop and projector (if video will be projected)
- food, beverage, cutlery, napkins (if budget allows)
- group rules to post on wall
- evaluation form (sample included here)
- certificates (if applicable)

### ***Preparation Before the Session***

- print curriculum quotes, cut and fold them, put them in a basket (Connection to the Heart activity)
- print small group questions (Encouraging Leadership activity)
- cue and test video: What is Leadership? How Great Leaders Think (for Encouraging Leadership activity) <https://www.youtube.com/watch?v=9rFd1wm9kMM> (first 3 minutes)
- write on flipchart paper:
  - agenda outline (with timing and breaks to support time management)
  - list of tools and conversation strategies presented throughout the curriculum (ie. Start with Why; Community Assets; 5 Whys; Spectrum of Allies; Generative Conversations; Wicked Questions; Invitations to Act; Outcomes Harvesting; Mind Maps; etc.)
- review motivation, learning expectations and community visions shared by participants in the last session and think about how to align curriculum material with these

The most important contribution that any of us can make now is not to solve any particular problem... what we must do now is increase the proportion of humans who know that they can cause change.

Bill Drayton, Ashoka



...empathy, creativity and courage. These qualities underpin innovation of all kinds and are the marks of transformational leaders

James Stauch and Devon Cornelisse



The Possibilities Conversation focuses on what we want our future to be as opposed to problem solving the past. It frees people to innovate, challenge the status quo, break new ground and create new futures that make a difference.

Peter Block



I do not allow myself to become overcome by hopelessness, no matter how tough the situation. I believe that if you just do your little bit without thinking of the bigness of what you stand against, if you turn to the enlargement of your own capacities, just that itself creates new potential.

Vandana Shiva

*Connection to the Heart Activity: Quotes*

It all begins with a conversation.

Peter Block



Determination, energy and courage appear spontaneously when we care deeply about something. We take risks that are unimaginable in any other context.

Margaret J. Wheatley



Activists tend to focus on the problems of their community. As a result, they look outside the community for solutions and overlook the abundant assets that exist in every neighbourhood and in every individual. Everyone has gifts of the head (knowledge), heart (passion), and hands (skills). Identifying ways in which people can contribute those gifts to the community is a wonderful way to get them engaged.

Jim Diers



Seek first to understand, and then to be understood.

Stephen Covey

*Connection to the Heart Activity: Quotes*

Find the gifts and talents of everyone in the community. Find a place for that gift, utilize that gift in ways that build community, economy and mutual delight.

DeAmon Harges



When I started meeting people in the community, I was most comfortable with people who were the most like me. I had to make a conscious effort to seek out people who were as unlikely to speak with me as I was to speak with them. I learned that meeting people in the community is not always a random process.

Annette DeFaveri, Community Development Librarian



Some activist groups only speak or work with active allies, building insular subcultures that are incomprehensible to everyone else. Others behave as if everyone is active opposition, acting as if the whole world is against them. Both of these approaches virtually guarantee failure.

Joshua Kahn Russell



Probably the most visible example of unintended consequences is what happens every time humans try to change the natural ecology of a place.

Margaret J. Wheatley

*Connection to the Heart Activity: Quotes*

*Connection to the Heart Activity: Quotes*

If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper questions to ask.

Albert Einstein



I know there is strength in the differences between us. I know there is comfort where we overlap.

Ani DiFranco



I feel I change my mind all the time. And I sort of feel that's your responsibility as a person, as a human being - to constantly be updating your positions on as many things as possible.

Malcolm Gladwell



Our ancestors teach us that we must always be mindful that the work we do today will affect seven generations from now.

Ellen Gabriel



Deciding what NOT to do is an important as deciding what to do.

Jessica Jackley



*Quotes for 'Connection to the Heart' Activity*

When you take risks, you learn that there will be times when you succeed and there will be times when you fail, and both are equally important.

Ellen DeGeneres



When the best leader's work is done people say, 'We did it ourselves.'

Lao Tzu



And time for reflection with colleagues is for me a lifesaver; it is not just a nice thing to do if you have the time. It is the only way you can survive.

Margaret J. Wheatley



## Group A

You work for NASA and you need to hire someone to lead the next rocket launch. A lot of people will need to work quickly and precisely on their specific jobs to launch the rocket successfully and you need to hire someone who will be able to lead this.

**Brainstorm** words or phrases that describe an ideal leader for this situation.

Refer to the resource *Expanding the Way We Think and Work in Community* and think about the most effective leadership approach for working in complicated situations (the inner ring).



## Group B

You are community members who want to address some safety issues in your neighbourhood. It will take a lot of different community members and organizations working together effectively over a long time to achieve success, and you are trying to identify one community member who is a good fit to get things started.

**Brainstorm** words or phrases that describe the ideal leader for this effort.

Refer to the resource *Expanding the Way We Think and Work in Community* and think about the most effective leadership approach for working in complex situations (the outer ring).



## Activity Details

15 min	Introduction	Debrief
	<p><b>Icebreaker</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• acknowledge that community change is slow</li> <li>• raise awareness of the importance of self-care</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• facilitate conversation using bullet point</li> </ul>	<ul style="list-style-type: none"> <li>○ CDLI Meet Ups offer one opportunity to stay connected with others who are interested in community development. Exchange contact information with others from this group if you're interested to stay in touch.</li> </ul>
15 min	Connection to the Heart	Debrief
	<p>Purpose:</p> <ul style="list-style-type: none"> <li>• observe how participants are relating to curriculum information</li> <li>• create opportunity for participants to share what inspires them</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• prepare quotes in advance by cutting out each quote and folding it in half so it can't be read before opening it</li> </ul>	
45 min	Building on What We Know	Debrief
	<p><b>Applying Tools and Leadership Approaches to Community Situations</b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• provide opportunity for participants to integrate what they have learned and apply it to a community situation</li> <li>• review anchor concepts, tools and strategies presented during the training</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• display on flipchart paper a list of tools and conversation strategies that have been presented during the training</li> <li>• ask participants to list the different community visions that have been discussed throughout the training and record them on another flipchart page</li> <li>• choose one community vision (more if time allows) and facilitate discussion using the bullet points</li> </ul>	<ul style="list-style-type: none"> <li>○ Our leadership approach and strategies can help us avoid common pitfalls.</li> <li>○ Highlight pitfalls not discussed: <ul style="list-style-type: none"> <li>- backlash from people who weren't involved</li> <li>- unidentified resources or assets that could be helpful</li> <li>- not able to generate support</li> <li>- new and better action ideas surface too late in the process</li> <li>- not recognizing negative consequences of an action because of narrow perspective</li> <li>- inviting someone to support an action idea (what) before you are ready to present it as a vision (why) that they will be motivated to support – once they say no it is hard to go back and ask again</li> </ul> </li> </ul>

50 min	Learning More Together	Debrief
<p><b><i>Encouraging Leadership in Others (20 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• raise awareness of the importance of encouraging leadership in others</li> <li>• consider strategies for encouraging leadership in others</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• divide into two groups and give each group a small group question from the facilitation notes (A and B)</li> <li>• facilitate discussion on small group results</li> <li>• watch video</li> <li>• facilitate discussion using bullet points</li> </ul>		<ul style="list-style-type: none"> <li>○ There are common stereotypes about leaders that lead to judgements about who is and is not a good leader. Leadership can be learned. Encouraging leadership in others boosts chances of success when we work in complex situations like community change.</li> </ul>
<p><b><i>Planning and Acting (15 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• consider how to encourage leadership in others when action planning in our communities</li> <li>• share tips for community action planning</li> </ul> <p>Instruction:</p> <ul style="list-style-type: none"> <li>• present resource: Action Plan Template and facilitate discussion using bullet points</li> </ul>		<ul style="list-style-type: none"> <li>○ It is important to pay attention to both the process AND the end results of action planning to encourage leadership in others.</li> <li>○ Break actions into smaller tasks and choose some actions that will lead to early success to build enthusiasm.</li> </ul>
<p><b><i>Recognizing and Celebrating Success (15 min)</i></b></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• introduce the types of success that result from community development efforts</li> <li>• raise awareness of the importance of celebrating success</li> <li>• highlight the importance of reflecting learning from actions</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• present the resource: Celebrate Success, highlighting the types of success</li> <li>• facilitate discussion using the bullet points</li> </ul>		<ul style="list-style-type: none"> <li>○ In complex situations success takes time. It is hard to measure in the short term. It may be defined differently by different people and so it is important to check in with others often to understand how things are changing.</li> </ul>
15 min	Personal Reflection and Next Steps	Debrief
<p>Purpose:</p> <ul style="list-style-type: none"> <li>• introduce and practice outcomes harvesting strategies</li> <li>• create opportunity for participants to reflect on their next steps</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• ask participants to take personal time to complete the resource Reflection and Next Steps</li> </ul>		