

# ORGANIZER'S WORKBOOK

*Tools to Support Your Awesome Neighborhood!*



*A roadmap to  
discovering,  
organizing and  
engaging your  
community.*



**INRC**  
INDIANAPOLIS  
NEIGHBORHOOD  
RESOURCE CENTER

Indianapolis neighborhoods are great places to live, work, worship and raise a family. As our neighborhoods continue to grow and change, we must continually work together to nurture new leaders that step forward, building upon the resources that already exist in each of our communities. Through this work, we are encouraging all of our neighbors to play an active role in designing the future of our community.

We are all interested in making our neighborhoods, our city, stronger. We want to get to know our neighbors, and work in partnership to design and work toward our goals. In order to ensure a plan that stands the test of time, it is important that as many people as possible who have a stake in our neighborhood, are engaged and at the table, ready to help design that plan.

That's what this book is about. It's an easy to follow guidebook full of practical tools to help you and your neighbors organize, as more and more people get excited about the future of our neighborhoods. The lessons, tips, and stories found in this workbook will help you as you work together to envision your neighborhood, and work to achieve that vision.

How many times have you been a part of a meeting or process that was dull and seemed like you were just there to give consent to what the 'expert' has come up with? Did you feel that you were just there to check the "Neighborhood Input" box? As stakeholders in our community, it is up to neighbors to assume the leadership role in developing the roadmap for their community, and to put them into action.

The goal of this book is not to tell you to "fix" neighborhood problems, but to demonstrate how to recognize the assets, to provide the lessons and to empower our communities so that we can build our communities and neighborhoods for ourselves. As you explore this workbook, you'll read about neighbors from across this city, connecting with one another and making real, lasting change in their community.

We've heard from neighbors literally across the globe who have found this book helpful as they work with communities. (In fact, you'll notice quotes from some of them on the back cover!)

We hope you enjoy our 3rd edition of the Organizer's Workbook. It contains additional information about tools, as well as updated stories about Indianapolis neighborhood successes. Please keep in touch, share your stories, successes and expertise!

And remember -- all along the way throughout your journey, INRC is here to help! Please don't hesitate to contact us at 317-920-0330 or at [www.inrc.org](http://www.inrc.org) for support to more tips, coaching, best practices, and more, as your neighborhood moves from good to great.

Yours in Neighborhood Development,

**INRC**

MILE  
1

## ASSET-BASED COMMUNITY DEVELOPMENT, 3

- Glass Half-Empty or Half-Full
- The Asset Map
- Campfires or Third Places
- The Battle for Language

MILE  
2

## COMMUNITY ORGANIZING, 13

- What is an Organizer?
- History of the Profession
- Let's Get to Work: Conducting Asset Inventories
- Sometimes Problems Do Exist

MILE  
3

## DEVELOPING AN ORGANIZER WORK PLAN, 19

- Why a Plan?
- Who Should be Included in Creating Your Plan?
- Developing Your Work Plan
- Who Can Assist Me? Asset Mapping
- What Training is Available?

MILE  
4

## LEADERSHIP AND GROUP DYNAMICS, 27

- Servant Leadership
- Group Dynamics
- Importance of Neutrality
- Role of Appreciative Listening

MILE  
5

## ENGAGEMENT, 37

- Appreciative Inquiry
- Inclusive Communities
- Networking and Connecting
- Social Tools

MILE  
6

## COLLABORATION, 47

- What is Collaboration?
- Types of Collaboration
- Collaborative Structures
- How to Get Started in Building a Community Collaboration
- Who are Stakeholders?
- Stakeholder Mapping

MILE  
7

## COMMUNICATION EFFORTS, 57

- Marketing your Neighborhood
- Technology: Email, Websites, Blogs, etc...Oh My!
- Evaluating your Marketing Efforts

MILE  
8

## TAKING ACTION TO GET RESULTS, 63

- Engagement, Sustainability and Mobilization
- Results Based Accountability
- A Matrix for Promoting Action

MILE  
9

## NEIGHBORHOOD MEETINGS, 71

- The 3R's
- Effective Questions
- Meeting Facilitation
- APE'ing
- Meeting Methodologies
- Meeting Planning

MILE  
10

## MEASURING SUCCESS, 87

- What is Evaluation?
- Parts of Evaluation
- How to Build an Evaluation Plan
- Telling the Story of your Success

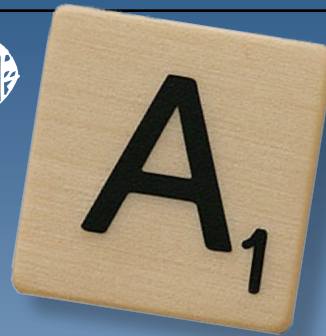
## REFERENCES, 97    RESOURCES, 99

---

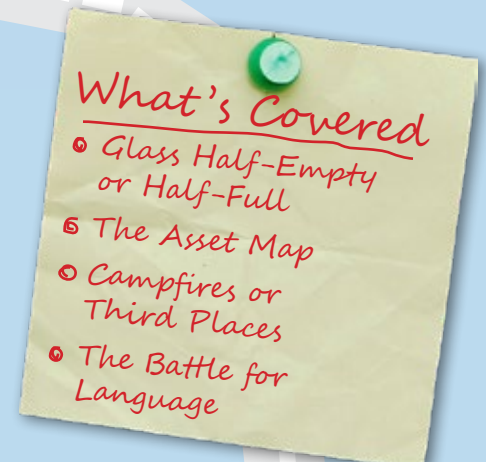
# NOTES (OR DOODLES)

Lined area for notes or doodles.

# ASSET-BASED COMMUNITY DEVELOPMENT



How you perceive the neighborhood that you live or work in is going to profoundly influence the way that you act. Typically a neighborhood is seen from the perspective of its largest deficits. “That is a dangerous neighborhood”, “That neighborhood looks trashy”, “There is a lot of poverty in that community.” How many times have you heard that as a first description of a neighborhood? We all know about the negative things that are a part of our community, but, on the other side of every deficit, is an asset begging for some attention. Asset-Based Community Development (ABCD) is intentional about keeping our focus on those assets and celebrating what is right with our community. You will notice that as people begin to talk about the positive things in the community, when they are encouraged to talk about what is working, when they learn of all the great resources that are in their neighborhood (and in some cases have always been available in their neighborhood), the energy level will exponentially increase.





## WHAT DO YOU SEE IN THIS GLASS?

Asset-Based Community Development is not something that you whip out of your “tool bag” when you cannot seem to solve the problem with which you are faced. It is a complete shift in the way you approach the work you do, the people with whom you are working, and the communities that you are trying to organize. At its most basic level, it is like the old lesson of the half-full/half-empty glass. When you look at the glass, what do you see? The normal “answer” to that question is that if you say half-full, you are a positive thinking person and if you say half-empty, you are a negative thinking person.

There is probably some truth in that, but the real answer is that it is both. The glass is both half-full and half-empty. This is a simple yet dynamic way to think about all of us. We all have a half-full side: our gifts, skills, passions and talents. But we also all have our half-empty side: our deficiencies, problems and bad habits. Imagine for a moment that you were asked to write down on a note card the thing about yourself that you hate the most... that one thing that you are even embarrassed to talk about with family. For most people it would be difficult to even write it down. Now, what if you were asked to tape it to your chest and walk around with it there for the rest of the day. Not interested? Why? Probably because you understand that one thing does not define who you are. There are many things about yourself that would tell a much better story about who you are. Let's be honest, how often do we sum people up based on just one trait? Maybe someone is often late, talks a lot, or tends to stay quiet. Maybe they seem disorganized. We've all done it. But people are always more than a single characteristic, choice, or circumstance. There's more to every person than what we see on the surface.



Our communities are no different. Every neighborhood has its challenges, and those struggles often become the focus, especially in media coverage, academic research, or social service reports. But if we only focus on what's not working, we miss the strengths, relationships, and resources that already exist. John McKnight and Jody Kretzmann, co-founders of the Asset-Based Community Development Institute, introduced the concept of using two maps: a needs map and an asset map. Though both have since passed, their legacy continues to shape community development practices around the world. Take a look at the needs map.

Is that your neighborhood? Are these the things that define your community? Is that the whole story? The quandary that exists is that all or most of those things exist in our neighborhoods, but it is not the whole story. It is the story you hear on the news, or even at many neighborhood meetings. Who is going to tell the other part of the story? What is the other half of the story... the full half of the glass? Now take a look at the asset map.

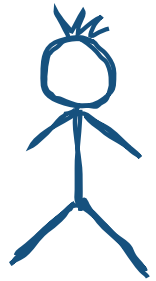
Is that your neighborhood? Does this map help complete the story? These are the assets that are in your community. Every neighborhood has them. The problem is that we are so focused on what is wrong that they too easily become overshadowed. To focus on these assets, to be the one who tells the story of what is going right with your community, is the true work of the organizer. Exploiting the anger in somebody is an effective way to organize them for the short-term. Giving them hope, showing them all of the great things that neighbors are already doing, will organize them for the long haul.





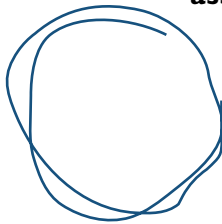
## THE ASSET MAP

If you will notice, the asset map is broken into areas. It is very important to start at the center. The center of every community is the people that live there. **Individuals** should be the focus of anything that is done. It was mentioned before that each person has a full half and an empty half. The full half is what we are concerned with. Every person has skills, talents, gifts and passions that can be used for the community if they were known and the person was asked if s/he would be willing to use them. How can we find out what these gifts and talents are? We ask, of course. This has been done in a number of ways. The most effective way is that people simply get to know their neighbors. As these relationships form, it will become evident what skills and talents exist. Other ways that this has been done are skills inventories. People are asked to complete a questionnaire that begins the process of inventorying what they are good at, what they would be willing to teach and what they would be willing to learn.



Another way to find out about your neighbor's gifts, skills, and talents is to designate someone as the collector of this kind of information. In the Mapleton Fall Creek neighborhood, the folks at Broadway United Methodist church designated De'Amon Harges as the "Roving Listener". As you'll read more about in the section on Communication, his task is to roam throughout the neighborhood talking and, more importantly, listening to what neighbors' interests and skills are. He works to connect people in the neighborhood based on those interests and skills. This is a way to not only find the information that you are looking for, but also to build the network of connections in the neighborhood.

The second area of the asset map that you should focus on is the **associations** that exist in every single community. What are these associations? Typically within ABCD, a circle is used to symbolize associations. An association is any group of people that come together because of a shared interest or because of a common cause. What are some of the associations in your community?



The use of associations for organizing a community can be traced back to the beginning of the United States. But, it was Saul Alinsky, in his organizing of the Back of the Yards Neighborhood in Chicago, where this idea was demonstrated. His insight was that the residents of this community were already very organized through the churches, labor unions, social athletic clubs, political parties, or fraternal organizations. These associations of people already existed and it was something that could be used.



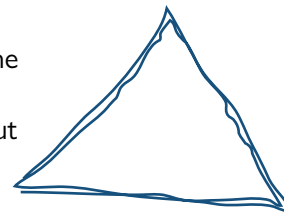
Your neighbors are already organized in various ways. You do not have to recreate the wheel. You may think that your community does not have these organized associations. They are there. You may have to dig deep to find them. A study conducted by the ABCD Institute showed that even in one of the poorest areas of Chicago, the Grand Boulevard Neighborhood, there were over 200 associations that were actively meeting (Kretzmann, McKnight, & Turner, 1996). The work of connecting some of these 200+ associations displays endless possibilities of improving the community.


How do you begin to identify all of the associations in your community? Start with yours! Take a few minutes and jot down all of the groups that you are involved with. What about the ones that your friends and family are involved in? Your list will grow very fast.

You've begun to develop a good list, but now what? If that is as far as you go your list is almost worthless. Go out and talk to them. Why do they exist? What are they doing currently? What are they willing to do if asked? Begin to connect groups that seem to have similar missions or interests. Begin to communicate all that is going on in the community with these groups and see if they fit in somewhere. How can a gardening club or a senior citizens group be a resource to the local little league? How could a knitting circle or a church choir be a resource to the local elementary school? The connections and the possibilities that arise are endless ... but, someone or some group of people needs to help weave those relationships.

The third area that is important to a community is the **institutions** that support or call your community home. These could be businesses, local government, large and small non-profit organizations, schools, hospitals, libraries, etc. All of these institutions could have space, expertise, buying power, employment opportunities and many more great things that are a strong asset to your community.

The Diabetes Impact Project Indianapolis Neighborhoods (DIP-IN) is an initiative from the Richard M. Fairbanks School of Public Health at IU Indianapolis that strengthens resources and expands opportunities in the Northwest, Near West, and Northeast neighborhoods to enhance the quality of life for residents living with diabetes and raise awareness about its risk factors. Implementation for its goals focuses on resident involvement and input as they have resident-led steering committees in each side of town represented alongside community health workers and project managers. They organize events that bring neighbors and organizations together and encourage residents to expand their knowledge on topics such as health, mental wellness, diet, and exercise.





The fourth area of our map is the Physical Space or **Land** that is so important to any community. It could be the obvious, like the parks or greenways, or the less-than-obvious assets like parking lots or abandoned houses. All of these are tremendous assets and opportunities for communities. In keeping with our theme, all of the negative issues that exist with our land are well-documented; your job is to look at the potential and the opportunities that exist in these spaces. To find a block with 5 or 6 abandoned homes could be looked at as a deficiency, a severe crime problem, or just more examples of disinvestment. It could also be looked at as a wonderful opportunity for large scale development or an opportunity for a community development corporation to develop affordable housing.

Members of the Bates-Hendricks Neighborhood Association saw potential in a abandoned lot in their community. Piles of trash, overgrown grass, and a collapsed fence prompted them to take action.

Residents came together to share their ideas for the space and discuss how it could benefit families in the neighborhood. The association began fundraising and building relationships with community partners, including Purdue Master Gardeners, who provided a grant for materials and shared their expertise during community planting days. Volunteers, residents, and partners planted vegetables, herbs, and flowers, transforming the lot into a vibrant garden. To ensure the garden's sustainability, neighbors created a watering schedule for each of the plant beds.

The lot had always been an asset—it just needed a group of dedicated individuals to bring it to life.

In recognition of their efforts, the group received the Collaborative Spirit Award from INRC for offering gardening classes and fresh produce to residents. They also earned second place in the Physical Revitalization category at the Neighborhoods USA 2025 Neighborhood of the Year Awards.

Board Director Erin Barcy reflected on the garden's impact: *"The community garden filled a missing piece in our neighborhood—a shared space where we could grow together, both literally and figuratively. When we began transforming what was mostly an abandoned lot, we were excited but overwhelmed by the work ahead. It took countless hours of planning, promoting, and teamwork, but we turned an eyesore into a source of pride and connection. Best of all, neighbors have been able to leave their unique mark on the garden, each contributing in their own way to something we now share and celebrate together."*

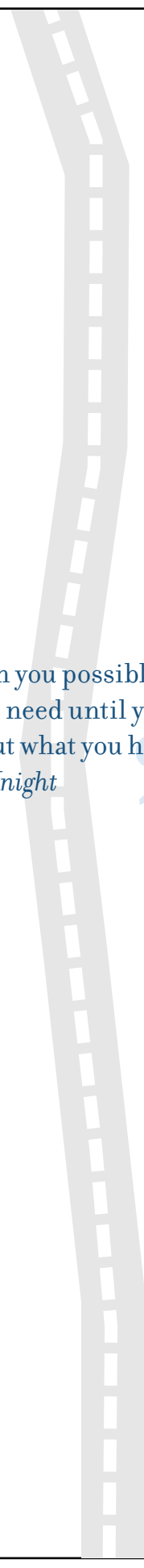
---

The final area that makes up our asset map is the **exchange** that happens in our community. One way to explain this is the number of times a dollar can circulate through your community, without escaping. Think about the money you spend on a weekly basis. How much of it is spent in the neighborhood? Does it stay in the community longer if it is spent at a local independent business or a franchise of a national retailer? Do your local businesses hire and buy locally? Many communities throughout the country are working on these issues of exchange. “Buy Local” campaigns and co-operatives are gaining momentum.

It’s important to recognize and support the local businesses and entrepreneurs in your community. These are often establishments led by your neighbors—people who live, work, and reinvest in the same neighborhoods you care about. Local businesses can become valuable partners, support neighborhood causes, serve as “third places” (spaces outside of home and work where people connect), offer professional development opportunities, and so much more.

For example, members of Millersville at Fall Creek Valley invite neighborhood clean-up volunteers to meet at the locally owned Lincoln Square Pancake House for muffins and coffee before tackling litter together. Not only does this encourage connection, but it also highlights how a neighborhood business can play a meaningful role in community-led efforts.

Supporting a place like Lincoln Square, rather than a national chain like Denny’s, helps keep dollars circulating in our local economy. While it’s not always possible to shop or gather locally, when we can, it’s worth being intentional about where we spend our time and money—it makes a difference



“How can you possibly know  
what you need until you  
figure out what you have?”  
*John McKnight*



## REAL LIFE SCENARIO

Fletcher Place Neighborhood Association members were determined to address a growing concern, dangerous speeding through their residential streets. Wanting a creative and community-driven solution, several members joined INRC's Indianapolis Community Building Institute, where they developed "The Great Neighborhood Glow Up," a traffic-calming project partially funded through a neighborhood grant.

The idea was simple but powerful: use art to transform the streets into a place where drivers instinctively slow down. Local artists designed vibrant murals for bumpouts, crosswalks, and medians, while neighbors worked together to paint them.

What began as a safety initiative quickly became a joyful neighborhood event, sparking conversations, connections, and renewed pride in public space.

This project not only tackled speeding, it celebrated the power of collaboration and creativity. It showed what's possible when people with different skills and perspectives come together with a shared purpose. In every neighborhood, there are residents who care deeply about safety, connection, and quality of life. Fletcher Place is just one of hundreds of examples across Indianapolis where neighbors are turning concerns into collective action and reimagining what their streets can be.

### TIPS

- When thinking about your community, always be thinking about the connections that are possible.
- Find the people in the neighborhood that are connected to a number of different groups. Pull them in and have them help you brainstorm possible connections.
- Have an entrepreneurial spirit when it comes to community possibilities. Do not discard something that seems like a "crazy" idea.

TRY!

As you have been going through this section you have been introduced to the idea of Asset Mapping. Asset Mapping is the pulling together of your community's assets into a usable format. The important thing to remember is that the data collection that is involved in the mapping process is only the start. If you do not do anything else, it will not organize your community. It is just words on paper. The real work of Asset Mapping occurs when you begin to make those connections. Linking the Senior Citizens group to the Little League is where the magic begins to happen.

Putting together a good Asset Map will require a knowledgeable group of neighbors that can help you identify everything. As a group, begin to fill out the blank form provided as best as possible. Remember that an Asset Map is never finished. You will continue to add and subtract things from the map as time goes on. Let's begin to construct an asset map for your community.

## OUR COMMUNITY'S ASSET MAP

### Associations

List the Community Organizations  
(i.e. Neighborhood Associations, Block Clubs, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

List the Social and Civic Clubs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Institutions

List all of the Faith-Based Organizations  
Faith-Based Organizations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Schools, etc.

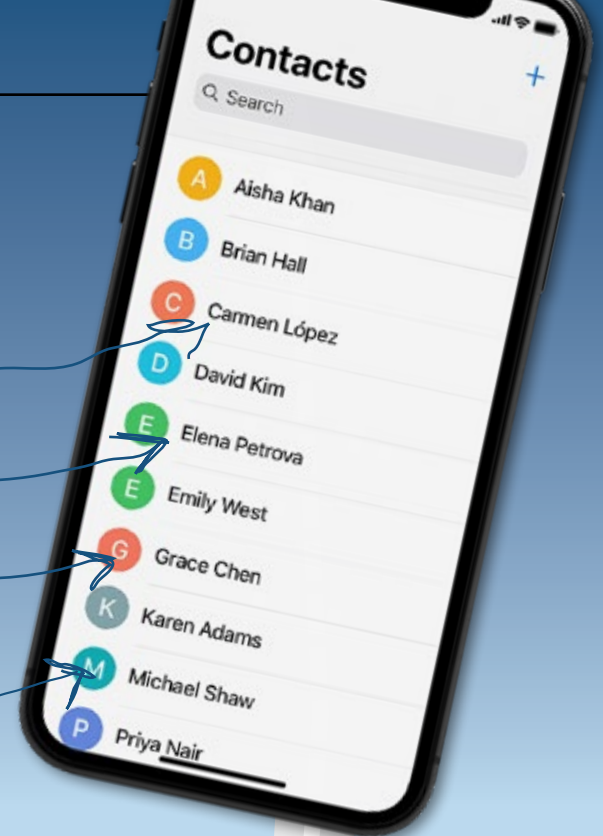
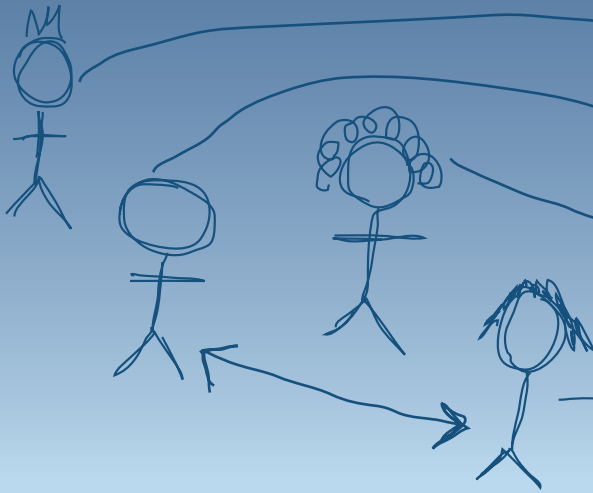
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

List the other Institutions in your community  
(i.e. Hospitals, Businesses, Non-Profits, Government, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now the real work can start. Talk about what each of these groups can contribute. Begin to experiment with ways that these groups can connect.

# COMMUNITY ORGANIZING



When we decided to develop this handbook, we agreed that the concept of a community organizer would be something that may need some explanation. The word “organizer” may conjure up negative images, but those images are not the reality. A community organizer is a person who listens to and mobilizes people to make their community a better place. Some people may call this a community builder or a community coordinator. In this section, you will learn about the history of community organizing. You will also be introduced to some tools and strategies that can help you organize your community.

## What's Covered

- What is an Organizer?
- History of the Profession
- Let's Get to Work: Conducting Asset Inventories
- Sometimes Problems Do Exist





## THE HISTORY OF THE PROFESSION

One could probably trace the history of community organizing in the United States back to the earliest days of the country. You can get some great insights into this in Tocqueville's masterpiece, "Democracy in America" (Tocqueville, 2003). In this view of life in America in 1831, Tocqueville wrote about how, in America, people would not wait for the government or some authorized agent to come and fix all of their issues; rather, they pulled themselves together into small voluntary clubs, or associations, and took care of it themselves (2003). He told stories of small towns in America having issues getting around in town, so they decided to build sidewalks from building to building (2003). They came together as neighbors to improve their quality of life. Sound familiar?

Fast forward about a hundred years to who many people regard as the father of community organizing, Saul Alinsky. Saul is most famous for his work in organizing what many people believe to be the first community organization, the Back of the Yards Neighborhood Council in Chicago. His insight was that people are already organized, and that the real work was to use their self-interests to build an organization of organizations that could come together when there was an issue that could benefit those shared interests. In Back of the Yards, Alinsky was able to organize the labor unions, the Catholic Church and many other associations to win bargaining rights for the union, and to provide thousands of hot meals every day for the children of the neighborhood. Alinsky documented his ideas and what he learned in Chicago into what many people believe is the single best resource for young organizers, "Reveille for Radicals" (Alinsky, 1989a). Alinsky continued to organize groups in Chicago and around the country. He helped found the Industrial Areas Foundation (IAF) as a training school for young organizers who wanted to learn the trade.

Alinsky's style is often criticized for the tactics that he used and for the way he used controversy as a change agent. His defense was that controversy and organized people were the only way that those with power would ever concede.

Alinsky wrote a follow-up book, "Rules for Radicals." (Alinsky, 1989b) The IAF and other training schools who offer programs based from Alinsky's work have influenced just about every community organizer in the country, including John McKnight and Jody Kretzmann, the co-founders of the Asset-Based Community Development philosophy.

## LET'S GET TO WORK

Core to what a community organizer needs to do is build relationships. If you do not know the people that you are trying to organize, you will be fighting a losing battle. It is important to build relationships with all the people in the community. This includes, first and foremost, the neighbors who may be disenfranchised, or have never had their voice listened to. Find out what they are interested in. Find out what it is that will make them want to act. Once you know what makes them want to act, connect them with other people who feel the same way.

Alinsky-style organizing would have you go door-to-door asking people what it is that is wrong with their community. Once you find enough people with the same problems, then you organize around that. This kind of strategy can and has been very effective, but it is not the only answer. Sometimes “us versus them” is not the only approach available. Organizing from an asset-based approach would have you start by taking the time to learn what is working or what is going right and organizing around that. Find out what your neighbors dreams or desires are. As De’Amon Harges likes to say, “What is it that will get you off your couch and act?” Over the long-term, this is much more sustainable, because when people organize around problems, they typically disorganize once the situation gets better or they burn out, because the problem seems too difficult. But, when people organize around the positive attributes in a community, there is no endpoint.

Conduct an asset inventory of your community. Find out from residents what skills and talents they have that they would be willing to share with the rest of the community. Find out what associations, or voluntary groups, exist in your community and determine how they could be used. Identify the local institutions and strategize about what resources they have that could be used in the neighborhood. Inventory the land or physical assets of the community. Begin to document the exchange that takes place in the neighborhood, and start thinking about the exchange that could happen. As stated in the section on ABCD, how can you know what you need until you first know what you have?



## SOMETIMES PROBLEMS DO EXIST

As discussed in the section on ABCD, just because you focus on the full half of the glass, does not mean that the empty half does not exist. From time to time, your community will come up against problems that need to be addressed. The Midwest Academy ([www.midwestacademy.com](http://www.midwestacademy.com)) has identified the steps necessary to advocate on your neighborhood's behalf. The steps are examined in their, “The Six Steps of Direct Action Organizing,” which can be found in the book *Organizing for Social Change*, written by Kim Bobo, Steve Max and Jackie Kendall (2007).



“Social advance depends as much upon the process through which it is secured as upon the result itself.”  
*Jane Addams*

## The Six Steps of Direct Action Organizing

When we engage in Direct Action Organizing we organize a campaign to win a specific issue; that is, a specific solution to a specific problem (Bobo, Max, & Kendall, 2007). An issue campaign usually goes through this series of stages.

### 1. People identify a problem.

The people who have the problem agree on a solution and how to reach it. They may define the issue narrowly: “Ensure that our landlord returns our rent deposits when we move out.” Or, they may define it more broadly: “Make the city council pass a law requiring the return of rent deposits.”

If the landlord owns only the one building, the tenants may be able to win on their own. But, if the landlord owns many buildings around the city, then building a coalition to pass a law might be the best way.

### 2. The organization turns the problem into an issue.

There is a difference between a problem and an issue. An issue is a specific solution to a problem that you choose to work on. You don't always get to choose your problems. Often your problems choose you. But you always choose your issues, the solution to the problem that you wish to win. Air pollution is a problem. Changing the law to get older power plants covered by the same air quality regulations that apply to newer plants is an issue.

### 3. Develop a strategy.

A strategy is the overall plan for a campaign. It is about power relationships and it involves asking six questions:

1. What are your long and short term goals?
2. What are your organizational strengths and weaknesses?
3. Who cares about this problem?
4. Who are your allies?
5. Who has the power to give you what you want?
6. What tactics can you use to apply your power and make it felt by those who can give you what you want?

### 4. Bring many people to meet with the decision maker.


Use large meetings and actions to force the person who can give you what you want to react. That person is the decision maker. The decision maker is often referred to as the “target” of the campaign. The decision maker is always an individual person or a number of individuals, never a board or elected body as a whole. Decision making bodies must be personalized. So, if you are trying to get something passed by the city council, for example, you don't say the decision maker is the city council. Rather, you need specific members of the council to vote on an issue. Who are they? Name them. What is your power over them? Do you have members in their districts?

### 5. The decision maker reacts to you.

You either get what you want or you have to go out and organize larger numbers of people for a second round of the fight. Sometimes it takes several rounds before the fight is won. That is why we think of organizing as an entire campaign, not just as a series of one- time events.

### 6. Win, regroup, and go on to next campaign.

*Note: From Organizing for Social Change: Midwest Academy Manual for Activists, by K. Bobo, S. Max, & J. Kendall, 2007, 3rd Edition, Cabin John, MD: Seven Locks Press. Adapted with permission.*



Think of a problem that exists in your community that you believe needs to be addressed. Walk through the first three steps referenced above.

**TRY  
IT!**

## **DIRECT ACTION ORGANIZING**

① Identify a Problem

② Turn the problem into an issue

③ Develop a strategy

# REAL LIFE SCENARIO

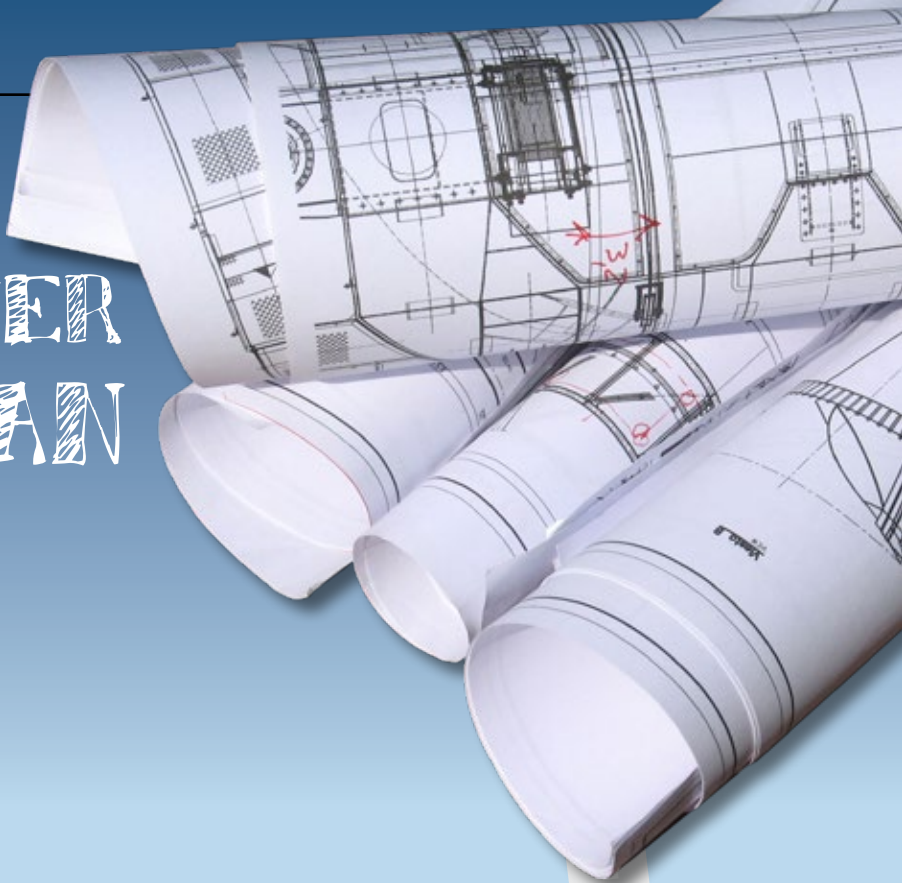
The G-7 Group is a newly formed association comprised of seven neighborhood associations on the Eastside: Keystone Millersville Neighborhood Association, Oxford Neighborhood Association, Arlington Woods, Sheridan Heights Association for Neighborhood Enhancement (SHANE), Devington Community Association Inc (DCA), Audubon Gardens Neighborhood Association, and Forest Manor Neighborhood Association.

Our goal is to tell our own story as opposed to others speaking for us or being grossly defined in the media by those who do not live in our community. We have a great community of hard working caring mothers and fathers of children who are doing outstanding things, and we know now, our children have the potential to hold the highest office in the land. Our desire is that of every other American: a safe and happy place for everyone to live. The G-7 Group was assembled to tackle the issues that plague our community by becoming the bridge that provides resources for families, business, schools and our city services. Through our partnership with United North East Community Development Corporation, we are determined to provide what we call "Community Recovery," and we expect to make things right, right away. We are committed and have rolled up our sleeves.

## TIPS

- There are two types of power: organized money and organized people.
- Spend a lot of time developing your plan. Organizing is not only about action, it is also very strategic.
- Organize for the long-term. Don't quit connecting with each other after one or two victories.

# DEVELOPING AN ORGANIZER WORK PLAN



Plan, Plan, Plan! You'll notice that, as an organizer, most of your work will revolve around planning and the implementation of those plans. So... what is planning? First, let's take a look at a few definitions of the core word, "Plan":

plan /plan/ *nl*:

1. A system for achieving an objective: a method of doing something that is worked out in advance.
2. An intention: something that somebody intends or has arranged to do (often used in the plural)
3. A layout: a drawing or diagram on a horizontal plane of the layout or arrangement of something.
4. A list or outline: a list, summary, or outline of the items to be included in something such as a piece of writing or a meeting.

*(Encarta® World English Dictionary, 2007)*

After viewing this, you'll see that planning is about creating a detailed list of what you intend to accomplish within a certain timeframe. As you begin planning, be sure that you know why you are planning, who should be involved in creating your plan, and what should be included in your plan. Having a good plan will allow you to be more effective in the approach to your work.

## What's Covered

- 6 Why a Plan?
- Who Should be Included in Creating Your Plan?
- Developing Your Work Plan
- Who Can Assist Me? Asset Mapping
- What Training is Available?



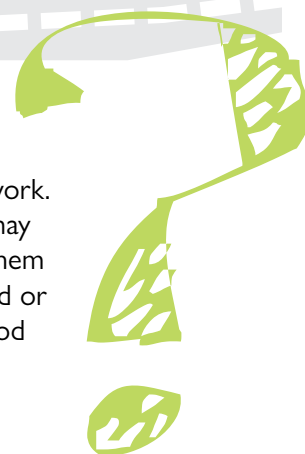


## WHY A PLAN?

A good plan needs good implementation.

*Bryan W. Barry*

Creating a plan for the work that you'll be doing with neighborhoods is essential. A plan is your road map to organizing goals, moving to action, and making yourself accountable in completing your work. Depending upon your community's focus, your plan may have many goals that you want to achieve. Some of them may include organizing and/or facilitating neighborhood or advisory team meetings, networking with neighborhood leaders, coordinating a study circle, or engaging target audiences within the community. Your work can help manage these goals and tasks.



## WHO SHOULD BE INVOLVED IN CREATING YOUR PLAN?

One of the exciting tasks of an organizer is to network and bring people together around issues and initiatives within your neighborhood. It is important to conduct one-on-ones with community leaders and talk to stakeholders to get a pulse on what's happening (See section on Engagement). Your fellow association members, supervisor and/or steering committee should work with you to craft achievable goals. In addition, it is important to remember to bring marginalized members of your community to the table too. A marginalized community is a group of people that tend to have little or no representation in the community. A few examples of marginalized people include, youth, elderly people, people with disabilities, people with a prison record, and immigrants. Getting this kind of input can give you a more comprehensive understanding of the neighborhood's point-of-view. The idea is to engage as many people as possible and to allow them to be part of the process.

### EXAMPLES OF GROUPS THAT YOU MIGHT CONSIDER TALKING WITH:

- |   |   |
|---|---|
| 4 Apartment Dwellers/Renters  | 6 Institutions (schools, faith-based organizations, libraries, hospitals) |
| 6 Financial Institutions (Banks, credit unions, brokers)                                      | 6 Homeowners, Homeowners Associations                                     |
| 6 Local or Small Businesses   | 4 Neighborhood Associations   |
| 6 City/County Officials (Police, Fire, Mayor's Office, elected officials, Health Dept., etc.) | 6 Real Estate Agents  |
| 6 Faith-Based Community   | 6 Renters   |
| 6 Youth and Young Adults  | 6 Schools and Universities  |
|   | 6 School-age Children   |

As you network with these groups, you should begin to determine who will be your partner and how they will be a resource as you work towards your goals. Determine how your partnership will benefit the other party. Give them reasons to want to partner with you. Will it increase awareness for their business or organization; will it increase their potential customers, etc?

# DEVELOPING YOUR WORK PLAN



## ORGANIZER'S WORK PLAN: DATE/ YEAR

Description of Task	Goal/Outcome	Resources	Timeframe/Deadline	Result upon completion	Partners: Committed/Potential
Task #1 Convene Neighborhood Volunteer Coordination Team	<ul style="list-style-type: none"> <li>To engage residents, businesses, faith-based institutions</li> <li>To build the capacity of the neighborhood partners</li> <li>Coordinate and facilitate four quarterly meetings</li> <li>Complete and provide copies of the Quarterly minutes for each member</li> </ul>	<ul style="list-style-type: none"> <li>Work with supervisor and a board member to set agenda</li> <li>Use laptop computer (Word) to create agenda, minutes, and other materials that may be needed.</li> </ul>	Complete agenda by the 15th day prior to the meeting month.	Q1 – Fourteen stakeholders in attendance – will bring others to the table at the next meeting  Q2 – Twenty stakeholders beginning to set goals for 2012-2013.	<ul style="list-style-type: none"> <li>Neighborhood groups</li> <li>Local Businesses</li> <li>Local churches</li> <li>Youth groups</li> <li>Schools</li> <li>Local organizations</li> </ul>

Task #2

- **Description of task** – Now that you have had input from others, begin to list the task(s) that will need to happen in order to reach the larger vision of the community.
- **Goals/Outcomes** – What is the purpose of the task?
- **Resources** - Who and/or what can assist you in performing or completing the task?
- **Timeframe/Deadline** – In order for you to stay on target, it is important to set dates of completion so that information is timely and not rushed.
- **Results** – Once this task is completed, what should you see happening?
- **Partners** – Along with resources, it is important to find out who can have influence and bring new ideas to the table.



## WHO CAN ASSIST ME? ASSET MAPPING

Now that you have begun to work with residents, stakeholders, leaders, businesses and others within your community and have gathered information about what your neighborhood's vision is for moving forward, it's time to look at the partners and resources that it will take to get things done.

One way to do this is by Asset Mapping. Asset Mapping allows you to find out what is already in the community to assist you with getting things done. It also keeps you from wasting time and other resources. For example, you may be trying to find grant opportunities to start a youth program, because you have been told by neighbors that the children in your neighborhood have nowhere to go after school. By first mapping out all of the youth providers within that neighborhood, you may find that there are lots of programs, activities and events already set up for area children. To help you develop a comprehensive map it is important to remember five areas of concentrations (see the previous section on ABCD):

- **Individuals:** People within your community have gifts, skills and talents. It will be helpful to tap into these assets to find out who can help you get things done. As you talk with people, ask about the assets that they are willing to share.
- **Associations:** People are connected to associations. From neighborhood groups, women's leagues, to clubs, associations can move and motivate thousands of people toward a common cause. What associations are people connected to in your neighborhood?
- **Institutions:** (schools, faith-based organizations, museums, etc.) Institutions can offer a wealth of assets. They can offer space for meetings, copying/ printing capabilities, and financial support, and their credibility and influence can help with your neighborhood's efforts. Can you identify at least 5 institutions within your area?
- **Land:** In your community you have parks, community gardens, and vacant lots. Land can be a wonderful asset once the community begins to come together to create positive, viable things to do with it. What are the land assets in your community?
- **Exchange:** Exchange speaks to the economy of your community. It is the way that money flows with the neighborhood. Are there opportunities within your community for residents and other stakeholders to be consumers of locally-owned businesses? Do people go out of the community to get what they need?

[illegible]



Another valuable resource for developing neighborhood organizing strategies is the City of Indianapolis' resident support staff—these are individuals who help connect neighbors with local resources, events, zoning and permitting information, and opportunities to collaborate toward community goals. While the title for these roles has changed over the years (for example, “Mayor’s Neighborhood Advocates” or MNAs), the function remains similar. These staff members are typically assigned to specific geographic areas of the city. To find the most up-to-date contact for your neighborhood, visit the Indianapolis Government website or contact the Mayor’s Office of Community Engagement.

CAFE (Community Alliance of the Far Eastside) is a nonprofit community center that provides direct services, resources, and events for families on the Far Eastside of Indianapolis. With support from INRC's Neighborhood Grant Program, CAFE partnered with residents and community organizations to bring to life the Far Eastside Orchard—a vibrant space shaped by community input and shared vision.

From the beginning, CAFE worked closely with neighbors and local partners to develop a multi-phase plan for the Orchard. The project included planting fruit trees and wildflowers, creating a naturescape and playground, installing sculptures, and developing a mobile farmstand and community event space. These efforts addressed the area's designation as a food desert while also expanding green spaces for families to gather and play.

To deepen community ownership, CAFE hosted events at the Orchard and created surveys to track the project's long-term impact on residents. They also collaborated with local artists, businesses, and nonprofits to help bring each element to life.

One highlight was a mural painted on a shipping container in the Orchard. CAFE invited local artists to lead the design, and one artist facilitated two community workshops—one for youth and one for all ages—to gather ideas directly from residents. The final mural, filled with bees, butterflies, and flowers, was painted by community members over ten days and now stands as a colorful symbol of neighborhood pride.

Throughout the project, CAFE has focused on building engagement through art, strengthening connections among neighbors, and creating a welcoming green space for the entire community to enjoy.

## REAL LIFE SCENARIO

### TIPS

- ⑤ When working with the community, it is wise to develop a work plan to keep your focus.
- ⑥ Work with your supervisor, board, and/or steering committee to develop reachable, measurable goals.
- ⑥ Engaging residents, businesses, and other stakeholders can assist you in determining the community's larger vision.
- ⑦ Developing an asset-based work plan will allow you to identify and work with the individuals, associations, institutions, land, and exchange within your community to get things done.



# LEADERSHIP AND GROUP DYNAMICS



A neighborhood is composed of many people, from varied backgrounds and experiences, who process information differently and feel comfortable assuming particular roles in a group. Each person wants to feel valued and to meaningfully contribute to the community as a whole. For an organizer to most effectively assist a community in coming together and working collectively, they must assume the role of a servant-leader. Instead of telling a community what it should be doing or focusing on, the best leaders are those who first serve, putting others ahead of themselves. You will need to lead by cultivating relationships and striving to bring out the best in each person.

There are many types of people and it is vital for an organizer to value the diversity of the people in the community. Each person's gifts, skills and talents need to be uncovered and utilized in order to most effectively engage people in finding their common values and empower them to creatively work together to create positive change. In addition, it is important to be aware of the importance of neutrality, use appreciative listening techniques, and assist people in working through the stages of a learning community in order to be an effective group.

## What's Covered

- Servant Leadership
- Group Dynamics
- Importance of Neutrality
- Role of Appreciative Listening





## SERVANT LEADERSHIP

To lead people, walk behind them.

Lao Tzu

The traditional model of leadership has been a hierarchical, “top down” model where one person is viewed as the leader of a group or organization. The vision and goals of the group are those of the leader, or at least initiated by the leader. Communication within the organization is from the top down and the leader motivates the group to achieve goals by utilizing their position of power and influence and offering incentives to those below them.

In contrast, servant leadership is a highly effective model in which there is not a leader, but a web of interconnected people. It was developed by Robert K. Greenleaf in 1970. Instead of the vision and goals of the group being those of one leader, the group jointly develops them through a process of sharing with one another to determine what is important to the group as a whole. Servant leaders understand that the greatest success is achieved when tasks are accomplished while building healthy relationships with people. (source - Marshall Christensen Foundation) In turn, practicing servant leadership builds an environment in which people are included and empowered, as each person is viewed as an integral part of the group. In addition, as everyone has an opportunity to share in the power and the work of the group, a sense of ownership develops. Accordingly, this collaborative model is an effective asset-based approach to leadership that is based on teamwork and relationship building.

Servant leaders exhibit characteristics that are different from those of “traditional” leaders. First, servant leadership is a conscious choice to serve first and then to lead. The focus is on the “followers”, not the leader; the focus is “we” instead of “I”. A servant leader strives to discover and develop the capacities of individual group members. They work to share the power, responsibility, and rewards of the group. In addition, they understand that relationships are crucial for accomplishing a task. If people do not feel comfortable with and trust each other, they will not effectively work together. Finally, servant leaders create more servant leaders simply through leading by example.

### SERVANT LEADERS:

- ☑ Seek not to be served, but rather to serve.
- ☑ See the big picture.
- ☑ Work for the common good.
- ☑ Create trusting work environments in which people are highly appreciated.
- ☑ Are concerned about how well the group functions.
- ☑ Seek consensus and encourage collaboration.
- ☑ Do not serve a personal agenda.
- ☑ Do not seek power, but always share the power.
- ☑ Listen to understand others' perspectives.
- ☑ Want each follower to live a life of significance and purpose, fully developing their gifts and talents.
- ☑ Visibly model appropriate behavior.

Taking into consideration the preceding characteristics, the best test to determine if you are a servant-leader, is to answer the following question, **“Do those whom I serve grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?”** (Greenleaf, 2003, p. 44).

Referencing the characteristics of servant leaders listed above, answer the following questions about yourself and your neighborhood. Act on your answers!

TRY  
IT!

What has been done to attract, recruit, and develop additional leaders?

What more needs to be done to attract, recruit, and develop additional leaders in my neighborhood?

What am I willing to do differently to attract, recruit, and develop leaders in my neighborhood?

How will I do this and be accountable for doing this? Who will hold me accountable?

For whom am I a Servant Leader? How is my servant leadership influencing their process of growing healthier, wiser, freer, more able and more likely to serve others?

What actions can I take to assist people in my neighborhood to become servant leaders themselves?



## GROUP DYNAMICS

### Learning Styles

In addition to assuming the role of a servant leader, an effective organizer needs to be familiar with the different ways that people take in and process information and how this affects the manner in which people communicate and interact with one another. This is referred to as a person's working, thinking, and learning style. For example, some people take in information through experiencing something, while others do through analyzing data and thinking about the facts. In addition, people either like to apply what they learn immediately or prefer to reflect on the information in order to better understand it. In order for these two types of people to work effectively together, they need to be aware of their differences and sensitive to the needs of the other person.

An organizer can play a vital role in the development of a group by assisting members to discover their individual learning style and the strengths of their style. Through completing an inventory and discussion, participants gain an understanding of their own style, the styles of others and how these styles influence their effectiveness in working with others. As each individual becomes aware of their style and those of other group members, and begins to work from a place of collective cooperation, building on the strengths of all group members, the group will be able to work much more effectively.

*Please refer to the Resources section of this workbook for the working, thinking, learning styles descriptive tools and more information regarding each learning style.*

### Using Learning Styles in Effective Organizing

An organizer practicing servant-leadership is in a unique position to assist a group in recognizing and effectively utilizing the gifts, skills, and talents of all individuals of the team. Learning style recognition and application creates an appreciation of other perspectives and a willingness to look at problems and solutions from another vantage point. As group members are able to more effectively listen to one another and utilize the variety of skills encompassed in each person, the group will be able to move out of chaos and to performance.

### Stages of Group Development

When a group of people (a learning community) come together, they go through four stages as the members get to know and work with one another. These stages are gathering, chaos, unity, and performance. While each stage is distinct, a group may move in and out of the stages and not necessarily in order, as new people join the group and as the tasks the group is working on change. The diagrams on the following pages illustrate how a group becomes an effective team by learning to work together, and strategies for an organizer to help a group move effectively through the stages.

“As long as we think of difference as that which divides us, we shall dislike it, when we think of it as that which united us, we shall cherish it.”  
*Mary Parker Follett*

## The Stages of a Learning Community: How a Group Becomes an Effective Team

Adapted by Mary Durkin and Mary Lee Ewald from the learnings of the Indiana Leadership Initiative (a Lilly Endowment Project), 2006.

### 4. PERFORMANCE

"We can do it! We did it!"

"What's next?"

Task and relationship have merged. Work gets done easily. "The group" is now an effective team – confident and ready for new challenges.

### 1. GATHERING

"Why am I here?"

"How will I fit in?"

Feelings and questions drive behavior. The group makes little progress, if any, towards the task. This is normal. The group work is about the relationship.

### 2. CHAOS

"What are we trying to do?"

"What can I contribute?"

The group begins to generate energy. The energy will spark creativity and/or be wasted in conflict. The group works to get through chaos and identify shared goals. The focus is on relationship and task.

### 3. UNITY

"How will we do it?"

As the group settles down, it turns energy into a plan. It can see progress and feel synergy. Team members focus on the task and are aware of the relationship.

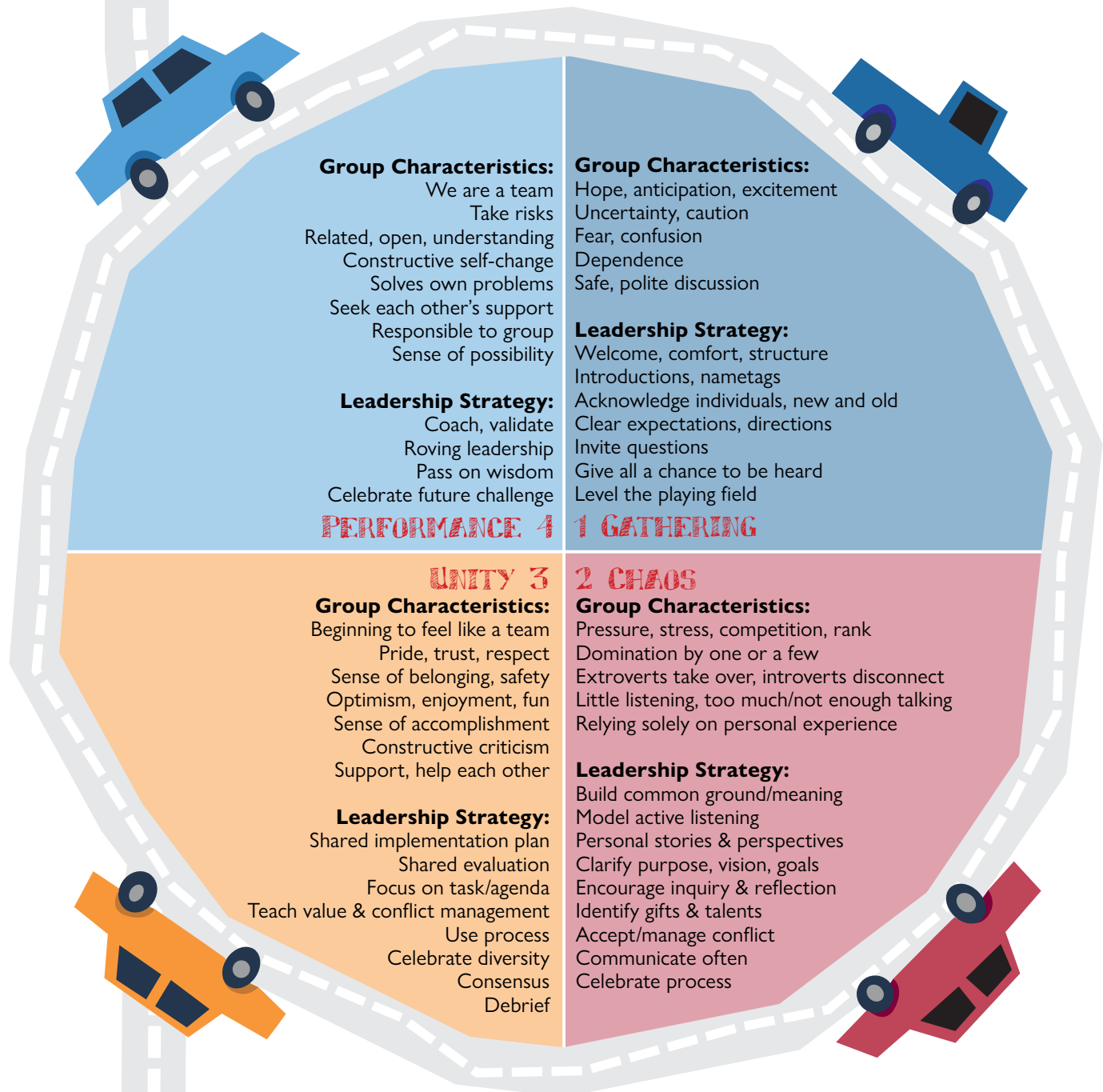
## TASKS AND RELATIONSHIPS

All groups must balance two crucial components, task and relationship, in order to be successful. Task is the goal or assignment and work toward accomplishing it. Relationship is the manner in which the group performs this work. This includes not only how people in a group feel about one another, but how they work together. In order to work most effectively, the group as a whole and each individual within that group, needs to balance task and relationship with the guidance of an effective servant-leader to assist them in achieving this balance.



## The Stages of a Learning Community: Strategies for Helping the group Move Through the Stages

Adapted by Mary Durkin and Mary Lee Ewald from the learnings of the Indiana Leadership Initiative (a Lilly Endowment Project) 2006.



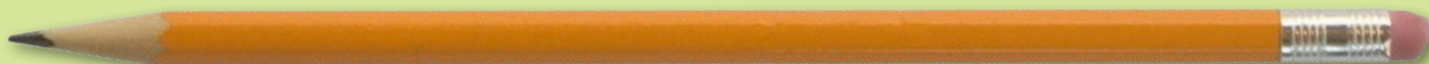
Examples of priorities and responsibilities relating to task and relationship for a group as a whole:

- Task: To accomplish the goal, to achieve quality results, to complete it on time, etc.
- Relationship: To communicate effectively with one another, respect and trust each other, be accountable, work well as a team, get the most effort from each team member, etc.

Examples of priorities and responsibilities relating to task and relationship for each group member:

- Task: To contribute expertise, knowledge or ideas; to provide timely information to the group, to honor deadlines, to complete assigned tasks, etc.
- Relationship: To listen and be listened to, to try to see each other's viewpoint, to trust and be trusted by others, to have one's efforts recognized, to feel a sense of belonging, etc.

The success of the group begins with building relationships and establishing trust among group members. If this does not occur, members of the group will not feel safe sharing their thoughts, ideas, visions, etc., and will not want to work together. Building trust is many times overlooked or not viewed to be as important as the work the group wants to get done. However, unless a group works through issues that may arise in the Gathering stage of a group's development, it will never reach its optimum performance level. As an organizer, you may need to assist group members to understand the importance of building trust and illustrate how it will ultimately affect the quality of the group and what it is able to accomplish in the community.

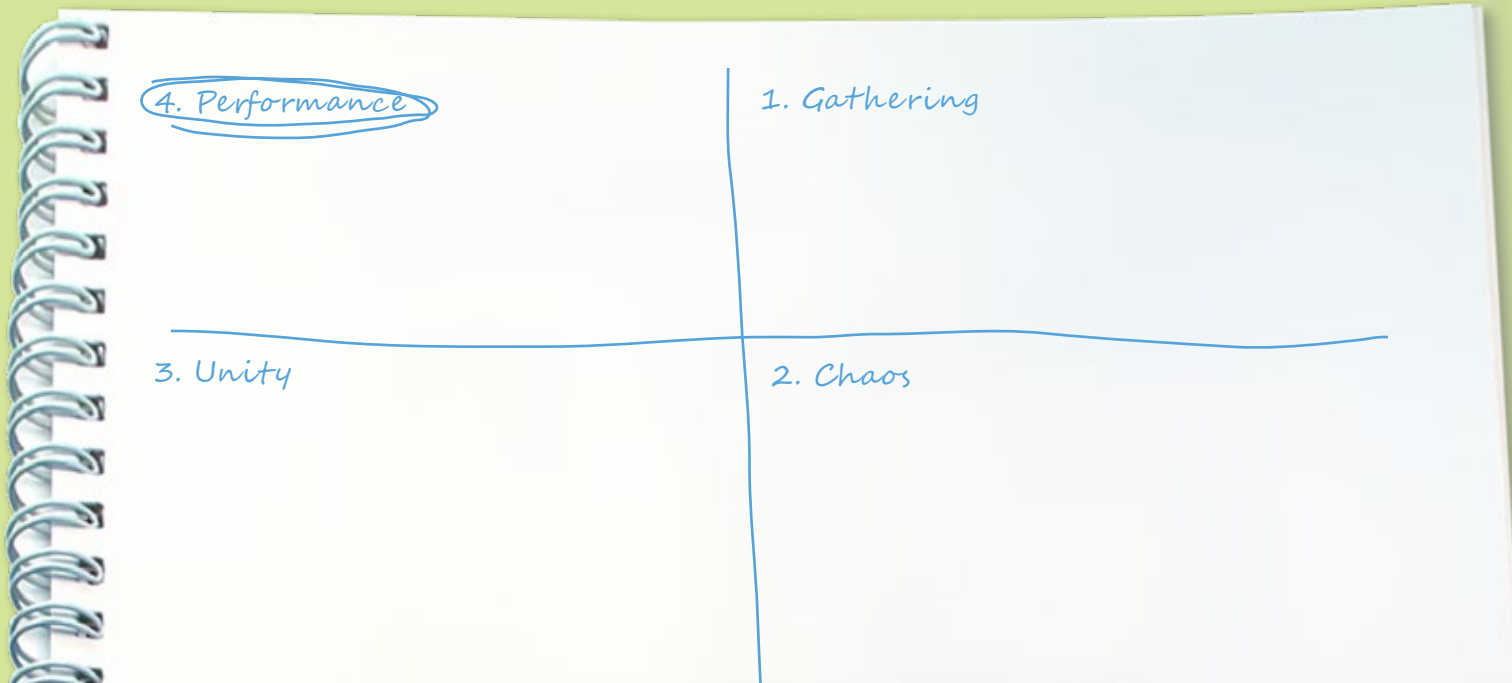


Make a Plan for Helping Your Group Move through The Stages of a Learning Community.

- What stage is the group in now? What skills can you use?
- How will you balance relationship and task? How can you as an organizer assist the group?

*Note: From a presentation created by Mary Durkin and the Indiana Leadership Initiative (a Lilly Endowment Project), 1997. Adapted with permission by Mary Durkin.*

**TRY IT!**





## IMPORTANCE OF NEUTRALITY

When working with groups it is important for an organizer, in most instances, to practice neutrality. Why? You do not want it to be perceived that you show favoritism to one individual or viewpoint over another, or take a particular position in a discussion. Not practicing neutrality can many times offend or isolate individuals, create divisiveness in the group, and ultimately shut down discussion.

How do you practice neutrality?

- Act as if you are neutral
- Explain your role
- Encourage and affirm each person
- Be aware of your own “unconscious” behaviors
- Create opportunities for everyone to participate

*Please see the section on Neighborhood Meetings for additional information about successful facilitation.*



## ROLE OF APPRECIATIVE LISTENING

A crucial skill for an organizer to possess is the ability to listen appreciatively to people in the community in which they work. In appreciative or active listening, a person exhibits to another person through the use of body language and encouraging words that they are genuinely interested in what that person is saying. The use of positive encouragement, reflecting, and paraphrasing can all be very effective in conveying that you are actively listening.

Bergeron and Loignon (2025) from The Center for Creative Leadership suggest the following active listening exercises for managers that can be applied to everyone in any communication setting:

- Pay attention to the body language of a speaker to better understand what the individual may be trying to communicate.
- Let the individual know that you are listening by nodding or asking questions related to what they are talking about.
- Be present. Put down your phone or laptop and maintain focus on the individual.



Southdale Neighborhood Association is located on the far south side of Indianapolis and organized a project honoring the neighborhood's unique history and culture through INRC's Neighborhood Grant Program.

Their project began in 2023 and was developed by neighbors to add vibrant art on 4 signal boxes around the neighborhood.

The art illustrated two main themes:

- The history of German immigrants who grew a variety of fruits and vegetables for a growing community
- Recognition of the Southside's over 25,000 Burmese families and celebrating their heritage and culture.

Local artists were selected to paint the murals and shared their inspiration and its significance with neighbors at a community meetings. Association members also brought in a representative from the Burmese community and a descendant from one of the German immigrant families as speakers to share some historical background and context with neighbors. Residents learned about the history of Burmese refugees coming to the South Side of Indy as well as more in depth information of the German immigrants that resided in the neighborhood growing vegetables and flowers for a growing neighborhood.

Members of the neighborhood association shared, *"By integrating art into public spaces within Southdale, this project aimed to enhance the quality of life, foster unity, and promote learning about art and society. Through the murals, residents and visitors will not only experience the beauty of art but also gain a deeper appreciation for the history and diversity of Southdale. The inclusive approach taken ensures that the murals reflect the diverse perspectives and values of the community, fostering a sense of ownership and pride among residents."*

## REAL LIFE SCENARIO



- Servant Leadership is different from helping or fixing. Helping is based on inequality; it is not a relationship between equals. Fixing is a form of judging.
- Servant leadership is about people and relationships. It is an attitude that says people and relationships are important, valuable and essential to the success of a group or organization.
- Understand the importance of and work to create an environment and culture founded on trust that encourages innovation and allows people to play a meaningful role in something larger than themselves.
- Take time to read and digest what it means to be a servant leader.
- Groups are made up of people and in order for a group to be most effective, the people need time to trust one another. Do not underestimate the importance of Gathering in the development of a group.
- Neutrality must be practiced in order for it to become natural.
- As a group develops, it is natural to move around in the stages of a learning community. Be flexible, but learn to identify when the group is stuck in a stage.
- Listening is different than hearing. Practice Appreciative Listening and become aware of how you currently listen.

# ENGAGEMENT

One of the biggest tasks for an organizer is to ensure that a neighborhood has representation from all sectors of the community. Businesses, faith-based institutions, schools, homeowners, renters, and folks from diverse backgrounds all bring very different views and assets to help strengthen and build community.

It is equally important for an organizer to go out into the neighborhood and begin networking and connecting with individuals and groups to build trust so that engagement efforts are authentic. There are several tools, concepts, and strategies that can be used to assist with engaging individuals and groups. You can network and connect by conducting one-on-ones, go door knocking, attending focus groups, participating in Study Circles, and developing surveys and questionnaires. You can also engage neighbors and stakeholders through communication and marketing efforts through flyers, e-mail, websites, blogs, etc.

Some of the results you'll see from using these tools are:

- Being able to get people to the table to talk about issues and share their gifts, skills and talents
- Giving the organizer the chance to be visible and build trust within the community
- Moving from talking about issues and concerns to action
- Developing solutions that create ownership within the community
- Discovering resources to make actions real and reachable
- Communicating your message so that others are engaged





## INCLUSIVE COMMUNITIES

In today's changing world, it is important to create an inclusive community. But what characterizes an inclusive community? In an inclusive community, the environment is one which understands, accepts, and embraces change. It is a neighborhood that knows and builds upon its assets, capacities, skills, and points of difference. It seeks broad-based participation from all of its stakeholders, including unhoused individuals, youth, seniors, individuals with disabilities, immigrants, and individuals of different races or religions. In addition, it values collaboration and it encourages civic pride. Finally, it continually renews and builds a diverse group of community leadership.

How is such a community created or strengthened? First, there must be an underlying belief that everyone has a gift to offer and a contribution to make to their neighborhood. Secondly, the community needs to invite and encourage each person to share their gifts, skills and talents. Next, people must be open to, and embrace the unique contributions and perspectives of each other. Lastly, the community has to be willing to confront and work through its fear. This fear comes from the uncertainty of difference. Fear is one of the biggest barriers in organizing; in order to create an inclusive community, neighbors must be willing to reach across their differences and get to know one another.



## APPRECIATIVE INQUIRY (AI)

AI is a process that "searches for the best in people, their organizations, and the relevant world around them," (Appreciative Inquiry Commons, n.d., para. 3). Not only is AI a philosophy and methodology that seeks the best, it builds from the strengths in systems, environments, and individuals in an effort to promote change and action (n.d.). When applied to neighborhood meetings, AI can be an effective and powerful tool for uncovering opportunities and solutions that had never before been imagined or discovered.

The simple process of AI involves utilizing positive and unconditional questions to fuel the process of discovery (Appreciative Inquiry Commons, n.d.). Questions such as "What is possible?" and "What is the best?" are used to drive dialogue and discussion along the four steps of AI (Child and Youth Network, n.d.). The four steps involved with AI, known as the 4-D cycle, are Discovery, Dream, Design, and Delivery/Destiny (Child and Youth Network, n.d.). Starting with the Discovery stage by asking questions like, "What is the best of our situation?", the four step process works in a cycle through each of the stages (Child and Youth Network, n.d.). Building from the successes of any situation, the last stage of AI ends by asking questions about ways to implement the actions and plans created through the entire process.

Appreciative Inquiry allows you to shift the focus away from problems and on to what is working well and new possibilities. AI not only involves asking positive questions, it also involves observing positive outcomes and interactions. AI has the potential to create high energy levels, resulting in increased engagement and action around common interests.



Now it's your turn to think about how you can foster inclusion in your neighborhood. Use the table below to help you organize your ideas. Some broad categories and ideas are already listed to help you get started.

# TRY IT!

## WHAT STEPS OR STRATEGIES WILL YOU TAKE TO FOSTER INCLUSION AND DIVERSITY IN YOUR NEIGHBORHOOD?

Fostering inclusion and diversity in our neighborhood	Enhancing community life	Developing neighborhood relationships	Outreach Opportunities for everyone
Host a multicultural fair	Start/enhance a community garden	Promote block clubs	Create a youth council
Use the words Holiday Party, not Christmas Party	Encourage the use of neighborhood businesses	Encourage people to join the local Crime Watch	Form a school task force
Create a survey listing the abilities, skills, talents, cultures of the people in the community	Host a community cleanup	Ask people if they would like to be an Adopt a Block captain for their block	Create a new neighbor welcome committee
Engage in more one on one conversations	Coordinate a block party	Send newsletters closer to the time of meetings so people don't forget	Make sure that senior citizens are included in projects



## NETWORKING AND CONNECTING

Networking and connecting are one of the first steps in organizing. Meeting representatives from the community can not only help the organizer become more familiar with what groups exist, but allows you to begin to build relationships with key neighborhood individuals who may be willing to assist you in the future. Learning who the players are in the community will allow you to tap them for their input and expertise. It will also allow you to begin connecting individuals and/or groups that may have shared interests. As an organizer, you can educate others about current issues and upcoming events and projects that may be going on, to engage and raise awareness.

There are two aspects to networking and connecting: social and technological. Some of the social aspects include one-on-ones, door knocking, focus groups and Study Circles. Technological aspects include your communication and marketing efforts such as email, websites, blogs, etc, which we will talk more about in the "Communication Efforts" section.



## SOCIAL TOOLS

### ONE-ON-ONES

A one-on-one is an opportunity to have a conversation with a neighbor to learn about his/her concerns, level of interest and commitment to an issue, and their gifts, skills, and talents. (Marin Institute, para. 1, 2006) The location of the one-on-ones can be a mutual place (library, coffee shop, etc.) where you have the opportunity to have an in-depth conversation. Be respectful of the interviewee's time. A suggested time for a one-on-one is 45 minutes to an hour. The most important aspect of a one-on-one is to build trust and a relationship with the individual that will encourage them to get involved. The best way to get the most out of a one-on-one meeting is to let the individual express his or her thoughts as you ask questions and clarify their points.

It is important to build relationships with as many people as possible. Begin with individuals that you already know. Be sure to include people who represent all the segments of your community (see section on Inclusion). It is also wise to ask the people who you interview to identify other leaders and stakeholders that they think should be included. Doing so will help gather support for the current and future projects. You should also continue to talk with individuals before, during, and after a project or event.

Bring information that briefly explains what your organization does and why you are conducting one-on-ones. You should also develop a document with pre-identified questions. Leave space between the questions to quickly jot down replies and note interest. Make sure to continue to make eye contact and use body language to assure that you are capturing and appreciating what they have to say. It may not be a good idea to focus on typing notes on a laptop or a phone during the one-on-one. The focus should be on the individual, versus simply gathering data.

It is important that you ask appreciative questions that make sure that the person is not only providing you with his/her own ideas and opinions, but also looking at things from a positive perspective. It is also important for the interviewer to stay neutral. Don't lead the conversation to any specific issue or idea. You can make the conversation flow naturally by using open-ended questions.

### Examples

Closed-ended: "Do you feel that we need sidewalks on Main Street?"

Open-ended: "What are your views about the infrastructure of the neighborhood?"

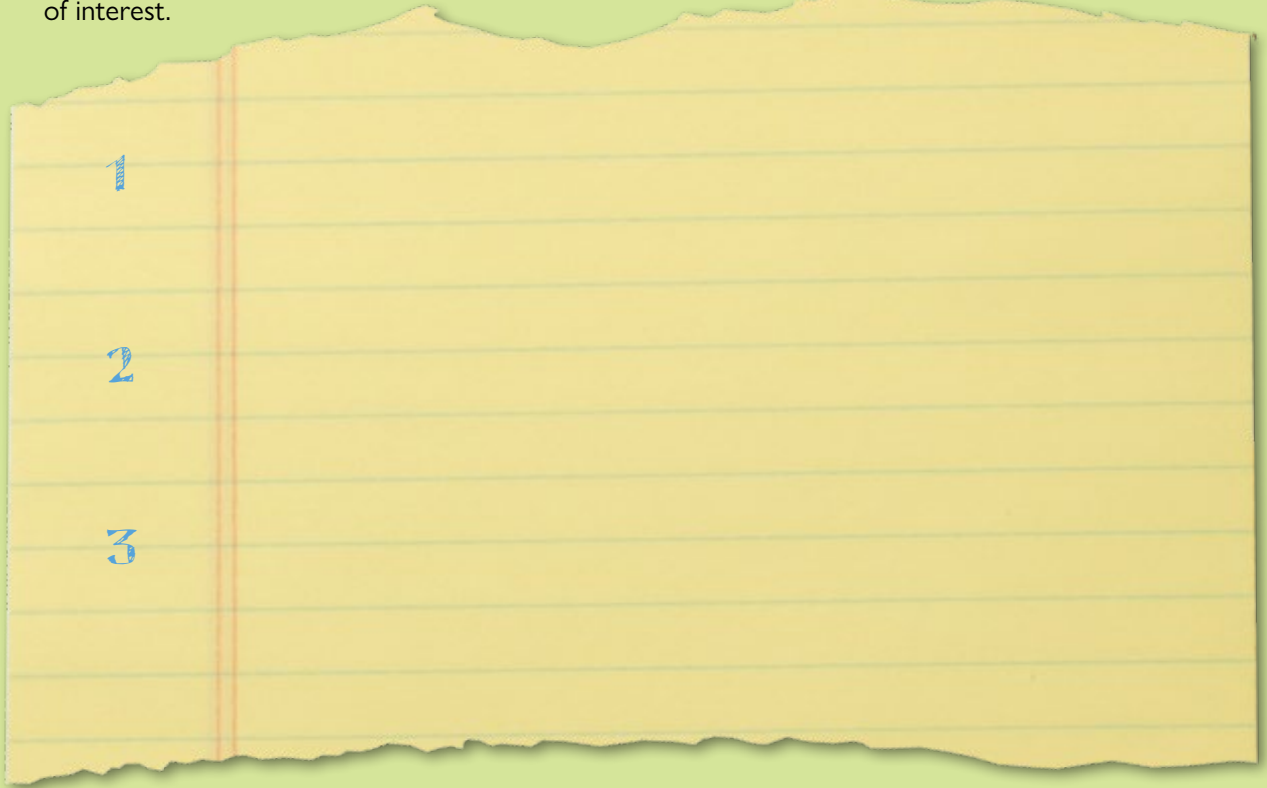
### HERE ARE SOME SAMPLE QUESTIONS:

- 1) How long have you lived in the neighborhood/community?
- 2) What are the assets that you consider to be part of this community?
- 3) What is your vision for the neighborhood?
- 4) What gift, skill, and/or talent would you like to share with the community?
- 5) How would you like to get involved with the neighborhood?
- 6) Have you been involved in other organizations that have been/are involved in the community?
- 7) If you have located here recently (last 3 years), why did you choose this area?
- 8) If you had three wishes for our area, what would they be?
- 9) If you are not already involved in our neighborhood, what would motivate you to act?
- 10) Without being humble, what do you value about yourself as a friend, parent, professional or citizen?
- 11) If you had unlimited funding, what would you spend your money on in our area?
- 12) Do you know of another person we should interview?



# TRY!

Sit down with your spouse, neighbor, or a colleague and practice your one-on-one interviewing skills. You can use the example questions or develop your own. Record at least 3 main points of interest.



- 1
- 2
- 3

## DOOR KNOCKING

Along with one-on-ones, door knocking can be an effective networking and connecting tool. One of the ways to make door knocking as effective as it can be is to have a specific area or targeted audience that you would like to approach. One of the benefits to door knocking is engaging residents that may not come to scheduled meetings or events that are going on in your community. It allows them to voice their ideas and vision for the neighborhood. At the same time, it allows you and your team the opportunity to “sell” your community. This is a great way to tell them about what’s happening with your organization and why it may be important for them to get involved.

## FOCUS GROUPS

Focus groups are facilitated discussions that pull in a targeted audience to provide input on a particular subject, topic, or issue. A focus group can be used as the first step to engage church leaders, apartment managers, business owners, etc. within a neighborhood.

### **How to conduct a focus group**

You can conduct a focus group by inviting 6-10 participants from a common background to a meeting. You may meet one time, or several, depending upon the input that you need. The facilitator should have pre-developed appreciative questions that will prompt individuals to begin the discussions. The facilitator should make sure that each participant provides input and that no one participant dominates the conversation. The facilitator must also be careful not to dominate the conversation. You will also want to document the information that is shared.

---

## STUDY CIRCLES

Study Circles are facilitated, small group discussions that move residents to action. Study Circles allow residents to bring many different points of view together to create the best possible solutions to tackle different community issues. Study Circles are a great way to engage residents and other stakeholders around comprehensive community organizing.

### A Study Circle...

- Is a small, diverse group of 8 to 12 people.
- Meets together for several, two-hour sessions.
- Is organized by a diverse group of people from the whole community.
- Includes a large number of people from all walks of life.
- Has easy-to-use, fair-minded discussion materials.
- Uses trained facilitators who reflect the community's diversity.
- Moves a community to action when the study circles conclude.
- Sets its own ground rules. This helps the group share responsibility for the quality of the discussion.
- Is led by an impartial facilitator who helps manage the discussion. He or she is not there to teach the group about the issue.
- Starts with personal stories, then helps the group look at a problem from many points of view. Next, the group explores possible solutions. Finally, they make plans for action.

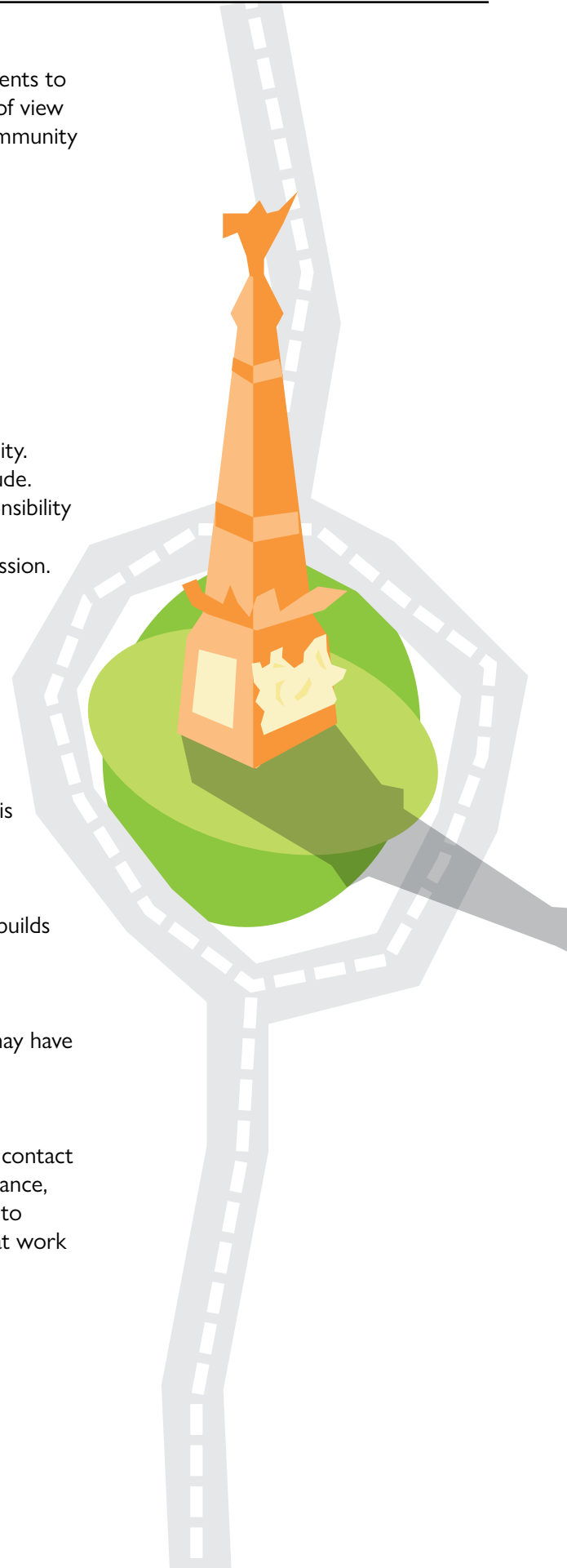
### Study Circles are based on the following principles...

- Involve everyone. Demonstrate that the whole community is welcome and needed.
- Embrace diversity. Reach out to all kinds of people.
- Share knowledge, resources, power, and decision making.
- Combine dialogue and deliberation. Create public talk that builds understanding and explores a range of solutions.
- Connect dialogue to social, political, and policy change.

Study Circles can provide a new platform for those residents that may have never gotten involved before.

### How to conduct a Study Circle

If you are interested in hosting Study Circles in your neighborhood, contact the Indianapolis Neighborhood Resource Center for technical assistance, facilitator training, and resources. INRC encourages neighborhoods to use the Study Circle process to engage new individuals into the great work that is going on throughout the city.





## SURVEYS AND QUESTIONNAIRES

Another way to gather information about the vision of your community is to conduct a survey or use questionnaires. These tools can be used to reach those that may not be able to attend meetings, a one-on-one, focus group, or study circle. It provides another opportunity for an individual's voice to be heard, which helps to encourage ownership and future involvement. Surveys and questionnaires can help to discover the larger vision and assist in determining long- and short-term goals.

*Note: Surveys and questionnaires should only complement your outreach efforts. The most important aspect in engaging individuals is relationship building. Conducting one-on-ones is your most important tool to do this successfully.*

## WHO WILL HELP DO THE WORK?

Building a core team of volunteers from your community to assist you will not only help with one-on-ones, but also with future endeavors that your organization may take on. To do this, you'll need to find out what volunteer efforts your neighbors are interested in and also determine what activities will allow them to use their skills and talents. Having a core group of volunteers can also create opportunities for cultivating new leadership and ownership. Others outside of the community will begin to see that your efforts are citizen-driven.

Neighborhood volunteers can also be utilized to assist you in identifying meeting locations, set-up, and the recruitment of participants. Churches, community centers, and schools usually have the adequate space to conduct a focus groups and neighborhood meetings.

Aside from neighborhood volunteers, consider working with local colleges and universities. Students from these institutions may be able assist you in recruitment and facilitation of focus groups and distribute surveys and questionnaires. Students may be able to use this opportunity and information as a class project, while you get the input that you need.

*Note: Outside of making sure that people are connected to their interest, it is also equally important to make sure that individuals see the "big picture". This is the larger vision of the community. It is important to inform them how their position and work play a part in the overall quality of life of the neighborhood.*

Trailside on Mass Ave are a group of residents that wanted to generate authentic connection and engagement between neighbors in their apartment building. Taking strategies from being a part of INRC's Indianapolis Community Building Institute based in Asset-Based Community Development (ABCD) methodology they planned neighborhood two socials with activities such as a get-to-know-you bingo and having participants share what they love about living in the apartment. Members of Trailside on Mass Ave provided food and a drawing for a \$25 gift card for those who completed a bingo. Members shared their appreciation of the socials saying,

*"We've been able to gather our neighbors in our apartment building's community room for the first time in nearly a decade. Dozens of neighbors got to know each other for the first time over dinner and asset-based community development activities we learned in the ICBI." Once the socials were completed participants brainstormed ideas to continue to engage community members including a card night, a craft night, a free garage sale, and having guest speakers.*

## REAL LIFE SCENARIO



### TIPS

- Make sure that the engagement tool fits with the goal that you are trying to achieve. It is important to know when it is appropriate to use each tool.
- Developing an engagement plan can be the first step to organizing a neighborhood. (See the section, Developing A Work Plan) As you implement your plan, make sure that you evaluate the plan from time to time to ensure that you are being effective.





# COLLABORATION

No person can do everything on their own. Sometimes in communities, however, this fact is forgotten as individuals and groups try to do things by themselves, instead of collaborating with one another. While this may work some of the time, it will not work all of the time. People need others. In order for a neighborhood association, an organization, or a community to reach its full potential, it must be willing to look outside of itself and collaborate. The potential for successful collaboration exists almost everywhere you look in a neighborhood: youth talking with adults about what is important to them; residents stepping outside of their comfort zones in order to have a conversation with someone different from them; and organizations working with other neighborhood stakeholders. Neighborhoods that are able to harness this potential and build upon it are unstoppable.



## What's Covered

- What is Collaboration?
- Types of Collaboration
- Collaborative Structures
- How to Get Started in Building a Community Collaboration
- Who are Stakeholders?
- Stakeholder Mapping





## WHAT IS COLLABORATION?

Collaboration is both a process and a relationship.

“It is the process of bringing the appropriate people together, to work in constructive ways and with good information, so they can create authentic visions and strategies for addressing the shared concerns of a community, an organization, etc.” (Chrislip & Larson, 1994, p. 14).

Appropriate people means including people reflective of all the perspectives involved in the issue, not just those of the traditional “usual suspects”. Usual suspects are those persons who are always at the table or already have an agenda related to the issue. It is very important to include all neighborhood stakeholders when forming community collaboration, as each person will bring something different to the collaboration. Without his or her contribution, the collaboration will not be as strong. Constructive ways means a facilitated process protected by ground rules and rooted in ABCD principles.

It is also a mutually beneficial and well-defined **relationship** entered into by two or more parties to achieve common goals they are more likely to achieve together than alone.

The relationship includes a commitment to:

- shared goals
- a jointly developed structure and shared responsibility
- mutual authority and accountability for success
- sharing of resources, risk, and reward

*Note: From Collaboration: What makes it work, by P. W. Mattessich, M. Murray-Close, & B. R. Monsey, 2007, St. Paul: Fieldstone Alliance. Reproduced with permission.*

“By collaborating to address public concerns, citizens can and do develop a different kind of civic culture that makes their communities and regions stronger and more effective.”

*David Chrislip*



## TYPES OF COLLABORATION

There are several types or levels of collaboration. Each has its own purpose, structure, and process. The intensity of collaboration can be as basic as networking with other individuals at a conference or as intense as a complex, multi-year project involving many different stakeholders and community partners. Each type is valuable and needed in community work.

The level or structure of collaboration is determined by several different factors, including the identified need and purpose of the collaboration, the commitment of all parties involved in the collaboration, the given environment in which the collaboration will operate, available resources, and the level of communication among partners. The next page identifies the levels of collaboration, in order of increasing intensity, along with an example of each level.

## NETWORKING

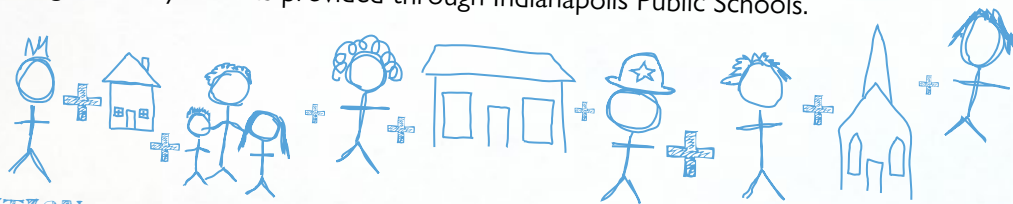
Example: Sharing information and resources with other people at a neighborhood meeting. Networking often is the foundation for future interaction and collaboration between people.

## COOPERATION OR ALLIANCE

Example: The Alliance for Nonprofit Management is the professional association of individuals and organizations devoted to improving the management and governance capacity of nonprofits - to assist nonprofits in fulfilling their mission. The Alliance is a learning community that promotes quality in nonprofit capacity building.

## COORDINATION OR PARTNERSHIP

Example: A daily summer camp for youth is a partnership. In order to maximize available resources and keep cost at a minimum to parents, the sponsoring organization works with many other organizations to offer summer programming. The local park is used for recreation and a site for swimming; transportation is provided by a local church; various other youth service providers come to the camp to offer additional programming; and daily lunch is provided through Indianapolis Public Schools.



## COALITION

Example: The Afterschool Coalition of Indianapolis supports the strategic planning, development, and expansion of quality programs during non-school hours for all K-12 Indianapolis children and their families. As the umbrella organization that represents after school efforts in Indianapolis, ACI works to increase the number of after school opportunities available to children and youth. After school providers now have a forum to compare services and improve performance. They can network and share ideas among members and access after school best practices that help strengthen and further their initiatives.

## COLLABORATION

Example: 1000 Words Inc. is a non-profit neighborhood organization with an art gallery and garden located on the near eastside of Indianapolis that seeks to support and connect local artists and art lovers in the community. It is a space for collectively sharing art appreciation and knowledge. As a previous participant in INRC's Creative Placemaking Program their project focused on creating a "Arts Garden" as a third place in the St. Clair Place neighborhood. 1000 Words Inc. collaborated with various stakeholders to bring the project to life. Groundwork Indy assisted with designing the garden, making sure that it was sustainable and utilizing natural materials. Local artist, Kierra Ready of Free Mind Creations designed the mural that locals painted on a volunteer day.

Level	Purpose	Structure	Process
Networking	<ul style="list-style-type: none"> <li>• Dialogue and common understanding</li> <li>• Clearinghouse for information</li> <li>• Create base of support</li> <li>• Build relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Non-hierarchical</li> <li>• Loose/flexible link</li> <li>• Roles loosely defined</li> <li>• Community action is primary link among members</li> </ul>	<ul style="list-style-type: none"> <li>• Low key leadership</li> <li>• Minimal decision making</li> <li>• Little conflict</li> <li>• Informal communication</li> </ul>
Cooperation or Alliance	<ul style="list-style-type: none"> <li>• Match needs and provide coordination</li> <li>• Limit duplication of services</li> <li>• Ensure tasks are done</li> </ul>	<ul style="list-style-type: none"> <li>• Shorter-term, informal relationship</li> <li>• Central body of people as communication hub</li> <li>• Semi-formal links</li> <li>• Roles somewhat defined</li> <li>• Links are advisory</li> <li>• Group leverages/raises money</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitative leaders</li> <li>• Complex decision making</li> <li>• Some conflict</li> <li>• Formal communications within the central group</li> </ul>
Coordination or Partnership	<ul style="list-style-type: none"> <li>• Share resources to address common issues</li> <li>• Merge resource base to create something new</li> </ul>	<ul style="list-style-type: none"> <li>• Longer-term effort around an issue</li> <li>• Central body of people consist of decision makers</li> <li>• Links formalized</li> <li>• Roles defined</li> <li>• Group develops some shared resources</li> </ul>	<ul style="list-style-type: none"> <li>• Autonomous leadership, but focus in on issue</li> <li>• Group decision making in central and sub groups</li> <li>• Some conflict</li> <li>• Communication is frequent and clear</li> </ul>
Coalition	<ul style="list-style-type: none"> <li>• Share ideas and be willing to pull resources from existing systems</li> <li>• Develop commitment for a minimum of three years</li> </ul>	<ul style="list-style-type: none"> <li>• Longer-term effort around a project or task</li> <li>• All members involved in decision making</li> <li>• Links are formal with written agreement</li> <li>• Roles and time defined</li> <li>• Group develops new resources and joint budget</li> </ul>	<ul style="list-style-type: none"> <li>• Shared leadership</li> <li>• Decision making formal with all members</li> <li>• More conflict</li> <li>• Communication is common and prioritized</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Accomplish shared vision and impact benchmarks</li> <li>• Build interdependent system to address issues and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• More durable and integrated relationship</li> <li>• Consensus used in shared decision making</li> <li>• Links are formal and written in work assignments</li> <li>• Roles, time and evaluation formalized</li> <li>• Group develops new resources and joint budget</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership high, trust level high, productivity high</li> <li>• Ideas and decisions equally shared</li> <li>• Most conflict</li> <li>• Highly developed communication</li> </ul>

Note: From *Community based collaborations: Wellness multiplied*, by T. Hogue, 1994, Oregon: Center for Community Leadership. Adapted with permission.

# HOW DO YOU BUILD A COMMUNITY COLLABORATION?



## START WITH A UNIFYING PURPOSE

The purpose may be broad or more specific, depending upon the collaboration, in order to attract the appropriate people to become involved. For example, a neighborhood may be interested in working on the issues of youth in the community, but may not know what the issues are right now. Another neighborhood may already have done some mapping of the community, and know that an issue affecting youth is a lack of public gathering spaces. By coming together to collectively work on the issues affecting the youth in the whole community, rather than trying to do it alone, the two neighborhoods are much more likely to have a greater and more far reaching impact than they would have by themselves.

## BRING STAKEHOLDERS TOGETHER

Stakeholders are anyone in a community with an interest or stake in an issue. Stakeholders are originally identified by their interest, perspective, or knowledge of the issue. They will work together to develop a collective vision, goals, and work plan to achieve identified desired results.

## BUILD TRUST/RELATIONSHIPS

Building trust is crucial and if it does not occur, it will hamper any partnership. Allow time for people to get to know and understand the issues, needs, and passions of all the members of the collaboration. Encourage members to build relationships with one another. People will not open up and share until they trust each other.

## CREATE, MAINTAIN, AND UPDATE PRACTICAL MISSION AND VISION STATEMENTS

These statements should describe the purpose of the collaboration and the ideal conditions that would exist when the collaboration achieves its goals. Do this by consensus. Periodically review these statements as a group, to ensure that the collaboration stays focused and that the statements are still reflective of the goals.

## COORDINATE AND ORGANIZE: OBTAIN NEEDED SUPPORT

It may be necessary for stakeholders to gain support from different levels in order for the collaboration to be successful. Examples may include city government, community councils, law enforcement, neighborhood associations, community organizations, etc. Allow time to obtain this support during the initial phase of the collaboration.

*We hold these truths to  
be self-evident, that all  
men are created equal,  
that they are endowed  
by their Creator with  
certain unalienable  
Rights, that among  
these are Life  
and the pursuit of  
Happiness*



## DEVELOP A WORKING AGREEMENT/COLLABORATION CHARTER: STRUCTURE, ROLES, RESOURCES

It is important to discuss and put in writing how the group is going to work together. This should include the mission and vision of the collaboration, a timeline and milestones for the collaboration, a description of members and their roles, policies about competition or conflict of interest, and group norms. This agreement should be developed during the planning stage of a collaboration and revisited annually to ensure that it is still applicable.

## SET GOALS AND OBJECTIVES

Goals are what you want to accomplish, and objectives are how you are going to reach your goals. Goals need to be measurable and observable and should include specific achievable objectives. Always document baselines for each goal so you can more effectively measure your progress. Include immediate, short and long-term goals.

(Please refer to the Evaluation section of this workbook for more information.)

## COMMUNICATE EFFECTIVELY

This is one of the most important components of collaboration. Everyone's opinion is important and needs to be heard. Use common language. When meeting, use words and phrases that all people will understand. Avoid acronyms. Sometimes people don't feel comfortable sharing in a large group, so it is important to take time to solicit ideas one-on-one or in smaller group settings.

Promote and encourage open dialogue among members. Maintain strong and consistent communication with stakeholders outside of the collaboration.

## RESOLVE CONFLICTS

In any group there are going to be conflicts. If left unresolved, they can create resentment and even more conflict. That is precisely why, if at all possible, it is important to discuss how conflicts will be resolved before they occur. The group must be willing to allow for mistakes. In addition, individuals must be willing to let go and forgive. It is often helpful to have an established process for conflict resolution that is developed by the group and may include seeking outside mediation.

## BE OPEN-MINDED, SHARE OWNERSHIP AND LEADERSHIP, EMPOWER OTHERS

Collaboration is not one person or organization; it is a group of individuals. This thought should be kept at the forefront and reiterated when needed. Every person is important and should be empowered.

## STICK WITH IT...PERSEVERE

Building collaboration is not easy; in fact, it is hard work. There will be many times when you will want to give up and throw in the towel. Keep going!

## EVALUATE

In order to know if the collaboration is successful you will need to evaluate your efforts. Evaluation should be done throughout the collaboration, not just at the end, so that you can improve and adjust, depending on the feedback received to achieve your desired results.

*(Please refer to the Evaluation section of this workbook which can help you think through the process in a more detailed manner.)*

## CELEBRATE SUCCESS

It is VERY important to regularly celebrate the success of the collaboration along the way. People need to know that their time and efforts matter. Also, public celebration is a great way to let people and groups that are not yet involved in the collaboration know about the achievements of the collaboration and may encourage them to become engaged.



## WHO ARE STAKEHOLDERS?



Stakeholders include anyone having interest or stake in the issue. They come from all over the community. Some are considered influential, some are not considered to have influence. Some are those who are usually called upon and listened to, some are rarely called upon or listened to.

Stakeholders are originally identified by perspective and interest, not by name, including:

- people who have responsibilities related to the problem or issue
- people who are affected by the issue as it is, or who will be affected by the potential solutions
- people whose perspective or **knowledge** is needed in order to understand the issue and to develop good solutions or strategies
- people who have the ability, power or resources to choose to **implement** solutions or strategies or to **block** solutions or strategies

Stakeholders need to be identified, recruited, welcomed, and included. It is the stakeholders who must agree to work together within the process to define the problem or vision, the goals, and the solutions.



## Stakeholder/Partner Mapping

As you think about who the stakeholders are in your community, it will be very helpful to map those individuals and organizations, along with their possible interests, roles, and responsibilities in the collaboration. Use the following table to begin identifying your community stakeholders. Some examples have been filled in for you.

	Stakeholders/Potential Stakeholders	Description of Partnership (interest, role, responsibility)
Business Community	"Mom and Pop's Diner"	Want to initiate a business association in the neighborhood
Cultural and Ethnic Groups		
Elected Officials		
Employment Agencies		
Faith-Based Organizations	"ABCD" Church	Provides free faith-based counseling; interest in youth programming
Government Agencies		
Health Care (Mental/Physical)		
Housing		
Intergenerational Groups		
Libraries		
Law Enforcement/Fire Dept.		
Media	"Collaborative Neighborhood" Radio Station	Can provide coverage of collaboration and highlight successes on weekly program
Non-Profit Organizations		
Schools and Universities		
Youth Organizations		

For multiple years Grace Tuxedo Park Baptist Church worked towards revitalizing a community garden in their East side neighborhood on a vacant lot that was considered by many residents to be an “eyesore”. Initial goals included increasing neighbors sense of community, knowledge of healthy eating and organic gardening practices, and food security in the area.

## REAL LIFE SCENARIO

Joining INRC’s Neighborhood Grant Program, members brought together neighborhood residents and organizations to build the foundation of the work on the garden with consideration of local assets in mind. Collaborative partners included NESCO(Near Eastside Community Organization), Shepherd Community Center, and bordering neighborhood associations. Professionals gardeners were brought in to help create a organic gardening practices curriculum. NESCO and Shepherd Community Center assisted with the promotion of the community garden in the community to spread the word of its resources and opportunities to support the project.

Members created a “Adopt a Box” model allowing for residents to claim a raised bed garden for their families and continued to build more as the interest increased in the community. Those working on the garden eventually tripled the number of planter boxes in the community. A food pantry was also created to donate fresh fruit and vegetables to those in need. The time and commitment put into the garden has resulted in an increase of participants wanting to learn how to garden, a shared place for resident connection, and a sense of accomplishment and pride for years to come.



## TIPS

- ① One size does not fit all; neither does one type of collaboration.
- ② Appreciate and help the group to realize that collaboration takes time and effort from all involved.
- ③ Ensure that all stakeholders in the community are engaged in the collaboration from the beginning. It is much more difficult to add people after the fact. If you do need to do this, or you need to update someone who has not been engaged with the collaboration for an extended period of time, it is helpful to appoint 1 or 2 people as the point persons charged with the task of bringing people up to speed.
- ④ Emphasize the importance of both process and product/ results.
- ⑤ Expect the best from those with whom you are working. People will often surprise you!
- ⑥ Be willing to learn from failure.
- ⑦ As a group, establish short- and long-term goals in order to build momentum and excitement.
- ⑧ Assume the role yourself, or appoint someone to be responsible for facilitating, moderating, and managing meetings and discussion.
- ⑨ Continuously cultivate leadership in others, as true collaboration requires shared leadership.
- ⑩ As an organizer, be supportive, consistent, and dependable in your interactions with people.

# COMMUNICATION EFFORTS



Another way to engage others into your organization is by making sure that you communicate a clear message that tells your story. One way to do this is by developing a marketing effort that will work to captivate the audience that you want.

Have you ever looked in the newspaper or watched the evening news and came upon a negative story about your neighborhood? Have you come across a headline that may have read, “Drugs and High Crime Continue to Rattle the Eastside?” This type of negative attention can sometimes derail your neighborhood’s efforts to be seen in a new light. It can also overshadow all of the great progress that you and your neighbors, after many years, have been working so hard to achieve.

As a neighborhood organizer it is important that you work along with the neighborhood to frame and tell the story of all of the positive work and success and relay that message to the larger community. These are the stories that you may not find in the daily newspaper or on the evening news. Developing your marketing strategy can assist you in sharing the great things that are happening.





## MARKETING YOUR NEIGHBORHOOD

Marketing is a process that helps you exchange something of value for something that you need.

Marketing your neighborhood can help you:

- Reach the audiences that you want with a message that motivates people to respond
- Stand out from the crowd and attract the kind of attention, support, and enthusiasm you need
- Tell your story the way you want it to be told
- Have a greater impact on your community

Your marketing effort could be the first introduction to residents, businesses, and institutions within your community about your organization/association, initiative, or project. Having a strong marketing effort can help build the credibility that you need to engage others. As residents and other stakeholders begin to see the information and message that you are trying to send, the more interested they'll be in finding out more and getting involved.

Marketing not only benefits the people in your neighborhood, but can allow for businesses and institutions within your community to benefit. As these businesses and institutions become more familiar with your organization/association, they will be more likely to support your efforts. Once you have built the support that you need, you can begin to have a greater impact on the overall community. Using a newsletter, website, blog, or other marketing tools will allow you to reach well beyond your neighborhood. It can attract other neighborhoods, as well as businesses or institutions that may have a similar interest.

### MARKETING GOALS

There are two types of marketing goals – Action and Image. Action goals are specific, measurable, and have results. These should be related to things we can count. For example, you may be developing a computer class for seniors within your neighborhood. Your goal may be to have 30-40 seniors engaged in this class. Or, you may have a target for your newsletter to reach 500 households.

The other type of goal is Image. Image is the way that you want to be viewed as an organization/association. You can create goals to help you change how you are seen. If you are just starting a new organization/association, or suffering from an outdated image, it will be important to set image goals to create positive change.

### BEFORE YOU MARKET YOUR NEIGHBORHOOD, KNOW YOUR POSITION

Your “position” means finding and establishing your unique role within the community. Finding your position can help you define your organization's character and how it wants to be seen. It also gives you the opportunity to measure your reputation with the community. As your role becomes well known, your name will be firmly associated with the unique contribution that you make.

“The most effective marketing efforts are thought through from the beginning to the end.”

*Gary Stern*

## TECHNOLOGY: EMAIL, WEBSITES, BLOGS, ETC...OH MY!



Although technological communication tools take time, effort, and sometimes money, it is a more efficient and timely way to get information out to the community. Having access to technology such as email, websites, and blogs can not only reach a wider audience, but add to the credibility of your organization. Technological tools can also provide another medium for input on neighborhood issues and create a space for communities to advocate for themselves.

### EXAMPLES OF HOW TECHNOLOGY CAN ASSIST YOUR COMMUNITY:

- Developing a website to encourage residents to attend neighborhood meetings and events
- Emailing neighborhood meeting reminders to area residents
- Creating a blog to allow residents to voice their opinions about specific subjects
- Using the internet to research the history of the neighborhood
- Creating an e-newsletter
- Developing an online survey or questionnaire
- Creating a video that shows your community in action and displaying it on Youtube.com
- Set up a Facebook page
- Establish an Instagram account for your neighborhood photos,
- Set up a group for your neighborhood on Nextdoor

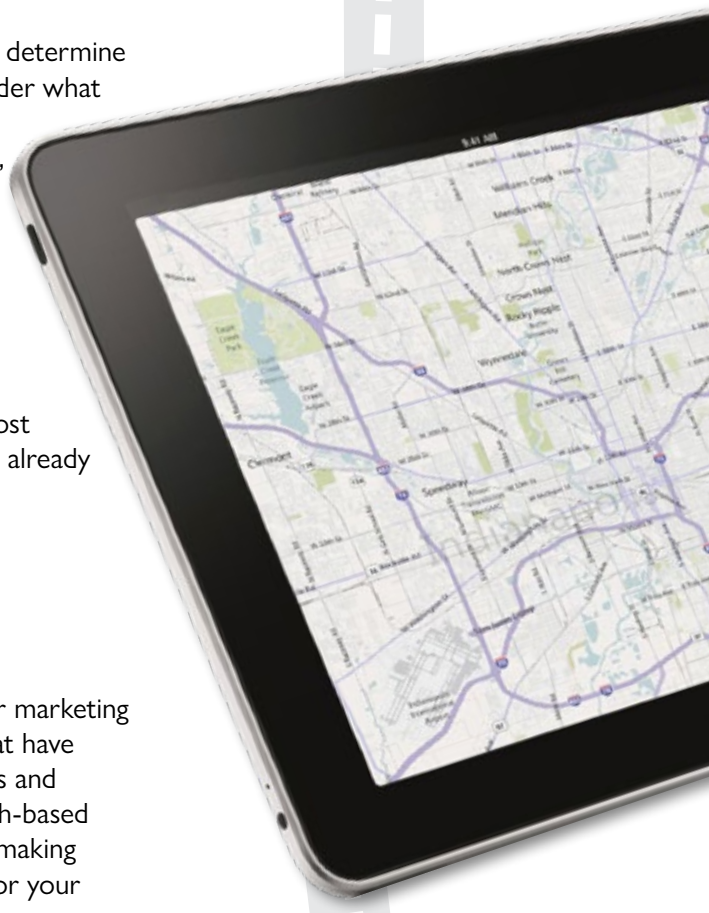
## TECHNOLOGY RESOURCES

There are multiple websites and resources that will allow you to communicate with your neighbors and the broader community. To determine which medium will be most effective for your neighborhood, consider what your neighbors are already using as a means to communicate. Although the majority of your neighbors likely have internet access, think about ways to connect with those who don't. Because it is likely that many of your neighbors have cell phones, text messaging may be a viable option for brief reminders about meetings and community events.

These are just a few examples of how technology can assist us in connecting and networking with residents, businesses, faith-based institutions, and other stakeholders within the community. The most effective way to use these tools is to build upon the assets that are already within your community. Individuals and institutions can assist in:

- Creating a neighborhood newsletter
- Getting local media coverage for a community event
- Developing a neighborhood website
- Printing flyers for an upcoming event

Residents and partners bring skills, experience, and interest to your marketing efforts. It will be helpful to tap into and engage those residents that have marketing, media, and/or technological skills. Institutions bring skills and experience to the table, as well. Institutions such as businesses, faith-based organizations, and schools may be able to support your efforts by making copies, distributing your materials, or creating graphic art designs for your logo.





In the first column create a list of possible marketing tools that are available. These could include flyers, websites, newsletters, etc. In the second column list all of the possible collaborations or partnerships that could assist you in your communication efforts (neighborhood associations, businesses, etc.). In the third column, list all target populations. These are groups that are currently not engaged that you want to get involved (youth, seniors, renters, etc). Lastly, using the first three columns, think about strategies that you could create to develop an effective communication effort and list them in the fourth column. These will be things that you and your organization will do to make sure that your message is shared with the community.

### COMMUNICATION MAPPING

1. Marketing Tools	2. Collaborations/ Partnerships	3. Target Populations	4. Strategies
Flyers	Neighborhood Associations	Youth	Ex. Strategy: Partner with the neighborhood church to develop a website that will encourage area youth to get involved in community service.
Websites	Board Members	Seniors	
Newsletter	Churches	Renters	

## EVALUATE YOUR MARKETING EFFORTS

Analyze progress on your action goals by measuring the specific results. It is important that each of your goals is measurable and that there are individuals in place to evaluate the success of your communication efforts. Determine which of your communication efforts is the most effective so that you may concentrate your efforts there. If your goal is to increase attendance at your neighborhood meeting by 20% by June, make sure that you measure to see if you have reached your goal. You can measure your progress on image goals by surveying participants, members, board members, and funders. One of the ways to do this is by creating a simple survey or questionnaire that asks individuals who attend a neighborhood meeting or event how they found out about your organization/association. Evaluating your goals will help you to be more effective in your effort to inform and engage (see the section on Evaluation). There are several free and low cost websites that allow you to analyze the amount of people that follow your online communication.

The Plan 2020 leadership team developed a unique and successful plan for outreach. Because community engagement has changed and evolved, Plan 2020 sought to rethink how to engage the public throughout the process. Plan 2020 tested twelve engagement vehicles to find out how engagement works in the 21st century. As a result of their efforts, well over 100,000 persons were reached by the 12 engagement tools.

The neighborhood outreach used in the Plan 2020 initiative is well aligned with INRC's mission to increase engagement throughout Indianapolis neighborhoods, to increase leadership skills in neighborhood leaders, and to increase community building activities across our neighborhoods. INRC served as a partner in the Plan 2020 engagement process. We created and deployed a Street Team to spread the word about the Plan 2020 project, and gather input on what truly matters, to members of the Indianapolis community who may not have otherwise had access to the process.

## REAL LIFE SCENARIO





-

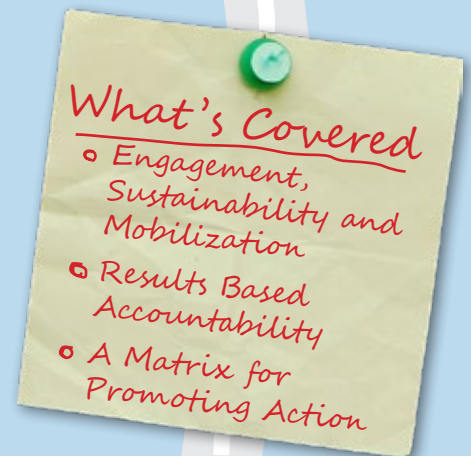
# TAKING ACTION TO GET RESULTS



One of the main goals of organizers is to support constituents in advocating for change. Making change in a community is paramount in keeping people involved in your work. Keeping people involved, while making community change, ensures sustainable results. Many communities have well-meaning people who can and do advocate for change, but who lack the use of a process that will lead to the results they so dearly desire.

In this session we will highlight a process that many advocates are using to support their community. The process is called Results Based Accountability (RBA). RBA is used throughout the world in supporting communities with turning the curve on outcomes that they themselves have determined will better the lives of the people in their community.

We hope you explore this process when supporting your community as you develop sustainable outcomes. They could prove to be just the right process in achieving your desired results.





## HOW DO WE MAKE CHANGE IN OUR NEIGHBORHOODS?

The future hinges on what we do or fail to do today.

*Mark Friedman*

There are three main parts to organizing change in neighborhoods that must be done in order to obtain results. The first is the act of Engaging. Engaging is simply going out to meet and greet neighbors, listening to their visions for self and community and finding ways to pull in their visions in a way that will enhance them and the community at the same time. This comes when you have mapped and built relationships with as many people as possible, while at the same time making connections among these people.

The second part of organizing change in neighborhoods is Sustainability. Sustainability is building a plan that will include outcomes, plans to measure those outcomes, partnerships and stated actions. In the planning stage a good organizer will bring together partners to design what this plan will look like. Normally, the partners will see where they fit into the plan, and, in turn, collaborate with the organizer to see that actions meet with intended outcomes.

Last, but not least, is Mobilization. Mobilization is those things that the group decides will need to happen in order to see their outcomes take shape. Many times these actions can be best practices, collaborative relationships, or simply what is already happening. They just need to bring those things to the table and work together. After those seeking to organize are aware of the steps needed to complete the work, then they are ready to prepare an organizing plan.

*Engagement + Sustainability = Mobilization*

Organizing for action is like the support of a 3 legged stool. You have to have the support of all three legs in order to see lasting outcomes. Many times good organizers don't get to their actions, because they have missed one or more of these important steps.

**TRY IT!**

The following is a chart of what organizing for action entails. Organizing is a step-by-step approach to engaging people on many possible levels. Where are you in your organizing campaign? Place a check mark in the box next to the items that you have started working on. Remember, organizing is circular in nature and may involve moving back and forth among the steps once you are off the ground and running. Note: Most or all of your organizing work should be completed before moving ahead to the next steps.

### ENGAGE

- ☐ Mapping the community
- ☐ Networking in the community
- ☐ Engaging the community
- ☐ Building relationships
- ☐ Data collection

### SUSTAINABILITY

- ☐ Planning with stakeholders
- ☐ Building collaborations
- ☐ Determine outcomes and actions
- ☐ Determine measurables
- ☐ Pull in other partnerships

### MOBILIZE

- ☐ Develop action teams to reach expected outcomes
- ☐ Create actions that will get expected outcomes
- ☐ Use best practices and what works
- ☐ Continuously connect
- ☐ Celebrate

**Engagement** is seen when the following occurs:

- Mapping your target populations. (See the section on Asset Mapping in this workbook for more information.)
- Networking and getting to know your constituents. This will include learning what they do and what their mission entails.
- Gathering information and data about the 5 target areas that make up your, or any, community.
  - Individuals      • Associations      • Exchange
  - Land              • Institutions      (local economy)
- Create and maintain a database of connections that you make in the community. Network with these stakeholders as often as possible.

**Sustainability** is seen when the following occurs:

- You have a plan that includes outcomes, ways of measuring, partnerships and stated actions. This plan acts as a blueprint for your work.
- Planning occurs that is inclusive of diverse populations.
- You come up with solutions that are doable, measurable, and targeted toward supporting your outcomes.
- An evaluation plan is created and implemented to measure your results (See the section on Evaluation in this workbook for more information.)
- You use data to track and set benchmarks for how well you are reaching your outcomes. This data also includes baseline information.
- You are having conversations with your partners on how they can play a part in the actions of the plan by assimilating portions of the plan into what they already do when appropriate.

**Mobilization** is seen when the following occurs:

- With plan in hand and collaborations on board, outcomes are given to action teams that can be supported by a good facilitator. The facilitator supports the team with developing work plans and seeing them to fruition. He or she also works with the team to create and modify ways to benchmark, track and measure for change over time.
- A facilitator uses his or her skill of supporting the group with the 3R's to delegate actions and engage all team participants in doing the work. (See the section on Neighborhood Meetings in this workbook for more information.)
- Use best practices when appropriate. Ask if someone is already doing similar work. If there is a program or method that is already showing results, ask them to collaborate with your work. Don't re-create the wheel! INRC can help you identify best practices.
- As you reach benchmarks and accomplish goals, celebrate your teams in a way that acknowledges everyone as contributors to the outcomes.
- Coach your team to continuously seek new connections that can link up with the plans. Add these connections to your data base and touch base with them as often.
- PDCA – Remember to Plan, Do, Check and Act continuously to assure that actions are being improved upon and those involved in the processes are continuously learning.



**Special Note**

*No one person should do all of the work for the teams. If this occurs many teams will break down and the facilitator will become what is known as a Mule. A Mule is someone who has taken on too much of the work of the team.*



## RESULTS BASED ACCOUNTABILITY

One important tool that many good organizers use to support their planning is called Results Based Accountability, or RBA, for short. The idea was developed by Mark Friedman, a 19-year veteran of the Maryland Department of Human Services. Mark's work makes simple the complicated outlining of getting results in communities. His step by step approach trains neighbors to create sustainable change through the use of partnerships, data and common sense planning that is not a cookie-cutter solution. Neighborhood folk are challenged to seek unique outcomes or solutions to what ails their community. In the process, individuals learn valuable skills, such as project management, collaboration and the use of data to create baselines for tracking change over time. Often, this process leaves the community with a blueprint for action.

This method is a good way for all people to support their communities in planning.

There is an easy-to-use matrix that can help organizers support teams through the sustainability and action phases of their organizing for actions. The matrix focuses on a set of five questions that move teams from talking about outcomes to looking at actions. The following lists the questions.

- Outcomes: At the end of this project what results will you have achieved?
- Experience: Once this outcome has been accomplished what will the participants have experienced?
- Story: What is going on currently to let you know that your participants would benefit from this outcome?
- Strategies: What sorts of things can we do that will work to change our outcome?
- Measurable: How do you plan to measure the success of this outcome?
- Partners: Who can assist you with this outcome?
- Actions: What works, what actions, or next steps do you need to take in order to accomplish your outcome?



## COALITION INDY ELECTION FORUM PLANNING MATRIX

OUTCOMES	EXPERIENCE	STORY	STRATEGIES	MEASUREABLES	PARTNERS	ACTIONS
At the end of this project what results will you have achieved?	Once this outcome has been accomplished what will the participants have experienced?	What is going on currently to let you know that your participants would benefit from this outcome?	What sorts of things can we do that will work to change our outcome?	How do you plan to measure the success of this outcome?	Who can assist you with this outcome?	What works/ actions or next steps do you need to take in order to accomplish your outcome?
Residents will have information on where the candidates stand on their issues	Our community will see a increase in voter registration and voting at the polls	Residents do not know who their representatives are and what they stand for	Implement a candidates election forum to educate the neighbors	Number of residents who attend the event Number of candidates who attend the event	Neighborhood Associations Election Candidates Democrat and Republican Parties	Select and Confirm candidates Acquire information on where candidates stand on issues
Residents will interact with the candidates and others to discuss their issues	Residents are talking with one another about the issues that they say are important	Residents are not sharing what they see are issues that most concern them	Create an ice-breaker that will have those in attendance talk to one another about issues that most	Number of residents that respond to survey question on interaction Number of residents who respond to the Exit Poll	Residents Neighborhood Organizations United Meth.. Church MLK Center Children's Museum	Develop an agenda for the meeting Develop a survey for the meeting that will be interactive

This example represents a portion of a RBA Matrix that was developed by a committee working on an Election Forum called Coalition Indy.

Now it's your turn to use what you have just learned. Working with your team, list a couple of outcomes that you would like to see happen in your community. Work through the six sections of the tool asking these effective questions.

**TRY IT!**

OUTCOMES	EXPERIENCE	STORY	STRATEGIES	MEASUREABLES	PARTNERS	ACTIONS

# REAL LIFE SCENARIO

Warleigh Neighborhood Association completed two rounds of INRC's Neighborhood Grant Program to enhance their neighborhood signage. Their goal was to update gateway signs to increase the visibility of the community and inspire greater resident involvement through meeting attendance and volunteerism.

Based on feedback gathered from nearby stakeholders before the project began, the association identified signage improvements as a valuable investment. From the outset, they set clear, measurable goals—such as increasing meeting attendance and volunteer participation by 20–50%.

In addition to installing new gateway signage, they promoted the project through social media and articles in local newspapers. During the first grant cycle, they saw improvements across their targeted outcomes.

Building on the success and lessons learned, the association returned for a subsequent round of the grant to expand their efforts. Their new goals included installing additional signage, deepening neighborhood engagement, and increasing recognition from the city and other communities as a distinct and active neighborhood group.

These goals were integrated into the planning of their annual block party, which was organized with the help of 10 new volunteers. They also launched a neighborhood SWAG shop, receiving enthusiastic feedback on the logo design and a boost in neighborhood pride.

Through these efforts, Warleigh has strengthened its identity and laid the groundwork for continued connection with residents and local organizations.

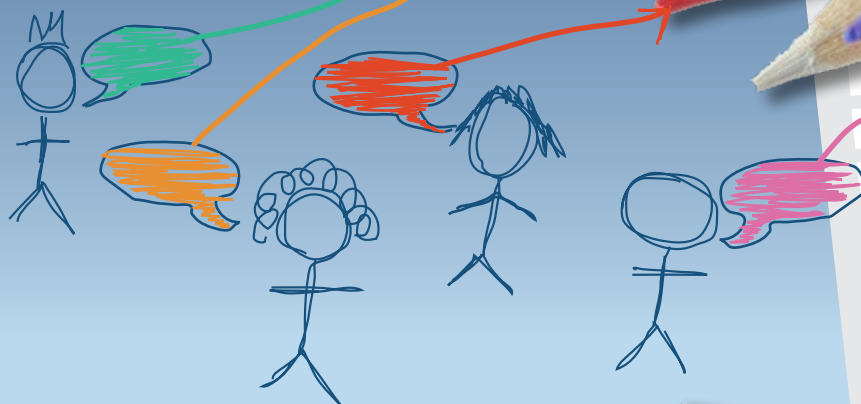


## TIPS

- When organizing your group, always begin with mapping the community that will look for assets under the 5 areas:
  - Individuals
  - Associations
  - Institutions
  - Land
  - Exchange
- Step number 2 in moving your team or group toward action is always sustainability.
- Engagement + Sustainability = Mobilize
- Always plan inclusively using diverse populations.
- In planning for actions, select outcomes that are doable, measurable, and are targeted toward supporting your results
- Pull a team together to plan and implement your meetings. Don't be a "Mule". Share responsibilities



# NEIGHBORHOOD MEETINGS



One of the main goals of organizers is to engage the community in meaningful and thoughtful dialogue so that its voice can be heard.

One good way to do this is through community meetings. Community meetings are a good organizing tool to bring people together in order to inform, gain consensus, gain input or even evaluate work. However, in order to make the above things happen, the meeting must involve detailed planning to ensure that results are reached. Meetings must also have a good facilitator who knows how to engage participants in a neutral fashion.

When planning a community meeting for desired results, there are a few new methodologies that an organizer can use to engage the community in dialogue. They include, but are not limited to: Open Space Technology, World Café, Town Hall and SOAR. We hope you explore these approaches when developing your next neighborhood meeting. They could prove to be just the right method to achieve your desired results.

## What's Covered

- The 3R's
- Effective Questions
- Meeting Facilitation
- APE'ing
- Meeting Methodologies
- Meeting Planning





## THE 3R'S OF MEETING DESIGN

When people are engaged in meaningful conversation, the whole room reflects curiosity and delight.

*Margaret J. Wheatley*

A good organizer will need to know how to facilitate a conversation to draw out the 3R's when designing any meeting. The 3R's are Relationships, Resources and Results. The concept was designed courtesy of Sherbrooke Consulting, Inc. for the Resident Leadership and Facilitation Work Book, Sponsored by the Annie E. Casey Foundation (Annie E. Casey Foundation, n.d., chap. 9). Key to this 3R process is Appreciative Listening. Appreciative listening is an awareness of oneself and an intense listening to a speaker for responses to effective questions. Often this is done by setting a background statement and listening for the key responses. Before we focus on effective questions, let's look at the 3R's in more detail.

The 3R's of meeting design are not reading, writing, and arithmetic. They are instead "Relationship + Resources = Results" and good organizers depend on them to bring about effective meetings.

### *Relationships + Resources = Results*

- **Relationships:** how people relate to you, to each other, and to the result.
- **Resources:** what people have and can bring to help get the results. E.g., their time, their commitment, their passion, their talent, who they know, who they can influence, access to others, etc.
- **Results:** what you want to accomplish. They consist of what you see when actions achieve their purpose.

**TRY IT!**

Think about one result that you would like to see from your next meeting and fill in the three sections of this matrix with your answers. Always start with the question on Results then move to the Relationships and Resources questions.

#### RESULTS

What do you want to accomplish. What will you see when actions achieve their purpose?

#### RESOURCES

What do people have and can bring to help get the result?

#### RELATIONSHIPS

How will the people you invite to this meeting relate to you, each other and the result?

## EFFECTIVE QUESTIONS



Effective Questions are a very good way that organizers ascertain what groups really want to see happen at their meetings. They focus on the 3R's, while challenging the group to think about their results. Facilitation of these questions involves using open-ended, inquisitive, you-oriented and appreciative styled questions. Appreciative listening skills are also key to using effective questions.

### AN EFFECTIVE QUESTION IS:

- ✓ **Open-ended** (not answered with "yes" or "no");
- ✓ **Inquisitive** – leads people to think ("what?", "How?", not "why?")
- ✓ **You-oriented** ("What do you think...?" "How do you feel about...?"); and
- ✓ **Appreciative** (trust that the person has the answer).

As you ask these types of questions in your work, the greater your capacity will become of getting the results that you are working toward.

The following matrix is based on the 3R's. Included in each of the areas are examples of effective questions that can be used to draw out information that will be helpful in making your meeting results oriented. Thinking about your upcoming meeting, fill in other effective questions that you can use to draw out information to use while planning your meeting.

# TRY IT

### RELATIONSHIPS

What effective relationship minded questions could you ask when developing your next meeting?

- Who needs to be involved to get our results?
- Who has been invited?
- Who else is needed?
- How do we get them there?
- 
- 
- 
- 

### RESOURCES

What effective resource minded questions could you ask when developing your next meeting?

- What do we know about making this successful?
- What can those invited do to help?
- What do they need so they will give their time and attention?
- When do resources need to be available?
- 
- 
- 
- 

### RESULTS

What effective Results minded questions could you ask when developing your next meeting?

- If successful, what would we see?
- What do we want to have at the end of the meeting?
- How would you measure progress?
- 
- 
- 
-

**Meeting Design:** As you set up your meeting based on what you want to accomplish, the following are examples of what you can do to get different types of meeting results.

Meeting Result	Type of Work	Approaches	Preparation
Relationships strengthened	People getting to know each other	<ul style="list-style-type: none"> <li>Eating together</li> <li>Ice Breaker</li> <li>Meet and greet/mingle</li> <li>One-on-Ones Intro</li> </ul>	<ul style="list-style-type: none"> <li>Name tags/tents</li> <li>Food</li> <li>Gather Materials</li> <li>Stress toys</li> <li>Sign in sheet</li> </ul>
Information shared	People learning new things	<ul style="list-style-type: none"> <li>Story telling</li> <li>Hand out</li> <li>Small Presentations to review highlights of a report</li> <li>Facilitation discussion</li> </ul>	<ul style="list-style-type: none"> <li>Choose topic</li> <li>Prepare report</li> <li>Read report</li> <li>Practice</li> </ul>
Ideas generated	Creative thinking	<ul style="list-style-type: none"> <li>Post-It Notes</li> <li>Flip chart brainstorming</li> <li>Draw pictures</li> </ul>	<ul style="list-style-type: none"> <li>Gather materials</li> <li>Set context for participants and ask questions</li> </ul>
Issues explored	Inquiry and dialogue	<ul style="list-style-type: none"> <li>Paired conversation</li> </ul>	<ul style="list-style-type: none"> <li>Set context for participants and ask questions</li> </ul>
Solutions developed	Problem solving	<ul style="list-style-type: none"> <li>Define Problems</li> <li>Flip chart brainstorming</li> <li>Create options</li> </ul>	<ul style="list-style-type: none"> <li>Set context for participants and ask questions</li> <li>Define problems</li> </ul>
Decisions made	Making choices together	<ul style="list-style-type: none"> <li>Consensus (rule of thumb)</li> <li>Dot Voting</li> <li>Listing topics and allowing for those who have an interest to emerge</li> </ul>	<ul style="list-style-type: none"> <li>Learn rule of thumb</li> <li>ID sources of conflict</li> <li>Set context for participants and ask questions</li> </ul>
Commitments made	Negotiating requests/ contributions	<ul style="list-style-type: none"> <li>Dialogue to ID barriers to actions and what is needed to overcome them</li> <li>Flip chart brainstorming for list of task and solicit from the group support</li> <li>Listing topics and allowing for those who have an interest to emerge</li> <li>Follow-up and next steps</li> </ul>	<ul style="list-style-type: none"> <li>Set context for participants and ask questions</li> <li>Solution development</li> <li>Decisions making</li> <li>Relationship building</li> </ul>
Feedback	Evaluations of the meeting	<ul style="list-style-type: none"> <li>Questionnaire/survey</li> <li>Check – in with participants</li> <li>Exit Poll</li> </ul>	<ul style="list-style-type: none"> <li>Prepare survey/questionnaire</li> <li>Post question on flip chart, message board etc. and allow participants to mark their answers</li> </ul>

*Adapted from Resident Leadership and Facilitation Work Book, Sponsored by the Annie E. Casey Foundation. (Annie E. Casey Foundation, n.d., chap. 11).*

## MEETING FACILITATION



It is one thing to plan a meeting and quite another to actually facilitate one. Facilitating a meeting requires skill, preparation, and a good attitude. The role of a facilitator is to exhibit neutrality and strong listening skills. These skills are essential for someone who is organizing in the community, because it allows the organizer to support all types of groups with their efforts. If you have not already done so, it is always a good idea to add training to your work plan and start with a really good training on facilitation that is progressive and challenges you as an organizer to practice effective questions, good listening skills and staying neutral.

Think back to a time when you experienced fantastic facilitation at a meeting, training or group. What did they do? What made the facilitation so fantastic?

**TRY IT!**

### CHARACTERISTICS OF A GOOD FACILITATOR

What did they do?

What made the facilitation so fantastic?

In selecting facilitation training, keep in mind the characteristics that you just listed when making your final decisions.



## APE'ING

One good way of using all of these skills in a solid uncomplicated technique is called APE'ing. APE'ing stands for Acknowledging, Paraphrasing and Exploring. The technique combines appreciative listening skills with key facilitation skills such as reflecting, clarifying, summarizing and using silence just to name a few. What makes APE'ing real to the process of facilitating is the way that, if used correctly, the group will be fully engaged in the work at hand and will leave with a sense of empowerment, because their individual voices were heard.

## TRY IT!

In the previous "Try It" you thought through and listed the characteristics of a good facilitator. In your list, you probably noted the skills of listening, neutrality and paraphrasing. As stated above, APE'ing is a good way to assist the organizer or facilitator in allowing the voice of the group to be heard. Under the characteristics column add other ways a good facilitator can use to Acknowledge, Paraphrase and Exploring with groups.

	How to use	Characteristics
<b>ACKNOWLEDGING</b>	Body language mirrors that of the speaker	<ul style="list-style-type: none"><li>• Lean forward</li><li>• Offer a little listening noise</li><li>• </li><li>• </li><li>• </li></ul>
<b>PARAPHRASING</b>	Empathic responses	<ul style="list-style-type: none"><li>• Use your own words to reflect your understanding</li><li>• Address feelings</li><li>• </li><li>• </li><li>• </li></ul>
<b>EXPLORING</b>	Open-ended, inquisitive questions	<ul style="list-style-type: none"><li>• Ask "what?", "how?", not "why?"</li><li>• </li><li>• </li><li>• </li></ul>

As you do your work, use the characteristics of APE'ing when engaging the people you come in contact with.

## MEETING METHODOLOGIES



After you have facilitated the groups 3R's using effective questions and APE'ing skills, you will need to settle on what type of meeting you will have.

The following types of meetings can be used to help support methods that your team can use to engage the community with obtaining your results. They include World Café, Open Space, Town Hall, and SOAR. Although each of these are similar in that they all engage community, they differ in approach. Read over the following methods to find which ones are better suited for getting to your results.

### WORLD CAFÉ

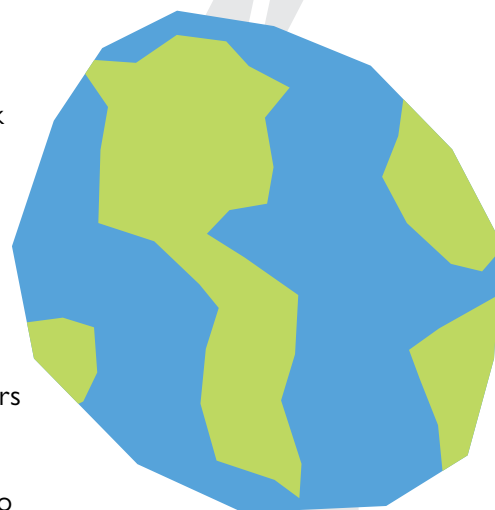
World Café Conversations are an intentional way to create a living network of conversation around questions that matter. A Café Conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.

Organizers recognize that essential learning and knowledge sharing occurs through informal relationships and networks of conversation. Their role includes convening and hosting collaborative conversations among diverse stakeholders to explore core questions and emerging possibilities. Conveners of these meeting set up the meeting space in the form of a Café with tables and chairs that are in groupings. Each table will normally have a different topic of conversation. Each conversation will move the community closer to individual and collective reflection as well as cross-fertilization of ideas. The community engages consciously as a large-scale Café engaged in an ongoing inquiry around its most important questions.

### OPEN SPACE

Open-Space Technology is a method of organizing a meeting where the participants take the lead in creating the agenda (Wirtz, 2024). There may be a central theme that those involved build upon and the process is meant to be both collaborative and inclusive. OST differs from traditional meeting in that there are no predetermined agenda items, speakers, or workshop topics. Instead, the large group identifies agenda topics. Participants connect with others who share their interests and exchange ideas, information

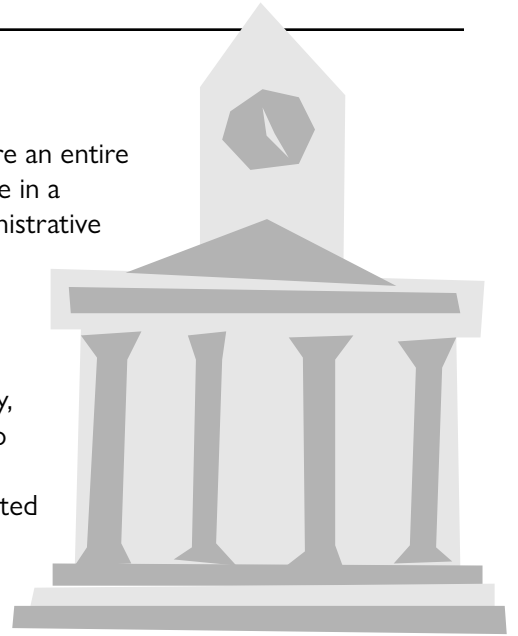
and experiences, and, when it makes sense, begin planning for change. These meetings are especially useful for sharing information among people who do not frequently interact. OST can work with a group of 15 to a group of 100-plus, and can range from 4 hours to 5 days.



## TOWN HALL

A town hall meeting is a meeting where an entire geographic area is invited to participate in a gathering, often for a political or administrative purpose. It may be to obtain community suggestions or feedback on public policies from government officials, or to cast legally binding votes on budgets and policy. Normally, everybody in a community is invited to attend, voice their opinions, and hear responses from public figures and elected officials, although, today, attendees rarely vote on an issue.

There are no specific rules or guidelines for holding a town hall meeting. If the turnout is large, and the objective is to give as many people as possible an opportunity to speak, the group can be broken down into smaller discussion groups. Participants all hear an opening presentation and then break into smaller groups (“group-up”) to discuss an aspect of the presentation. Each group appoints someone to summarize their group’s discussion.



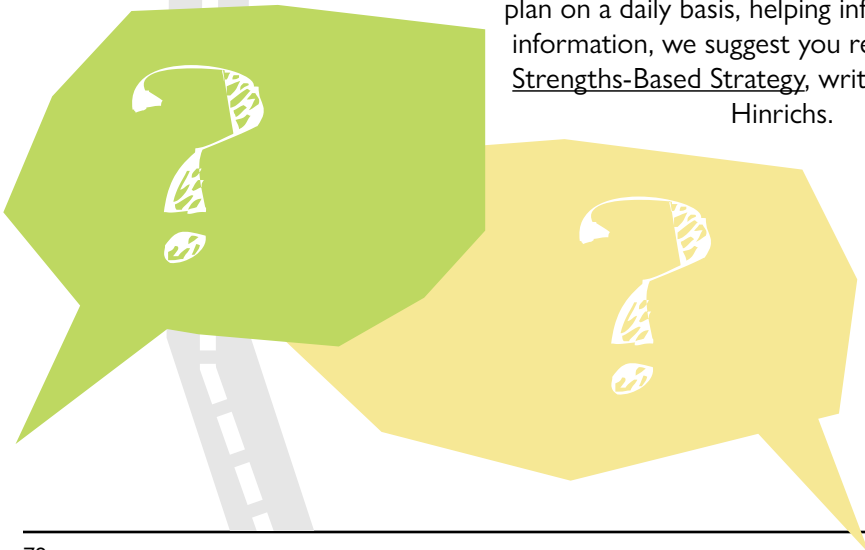
## SOAR

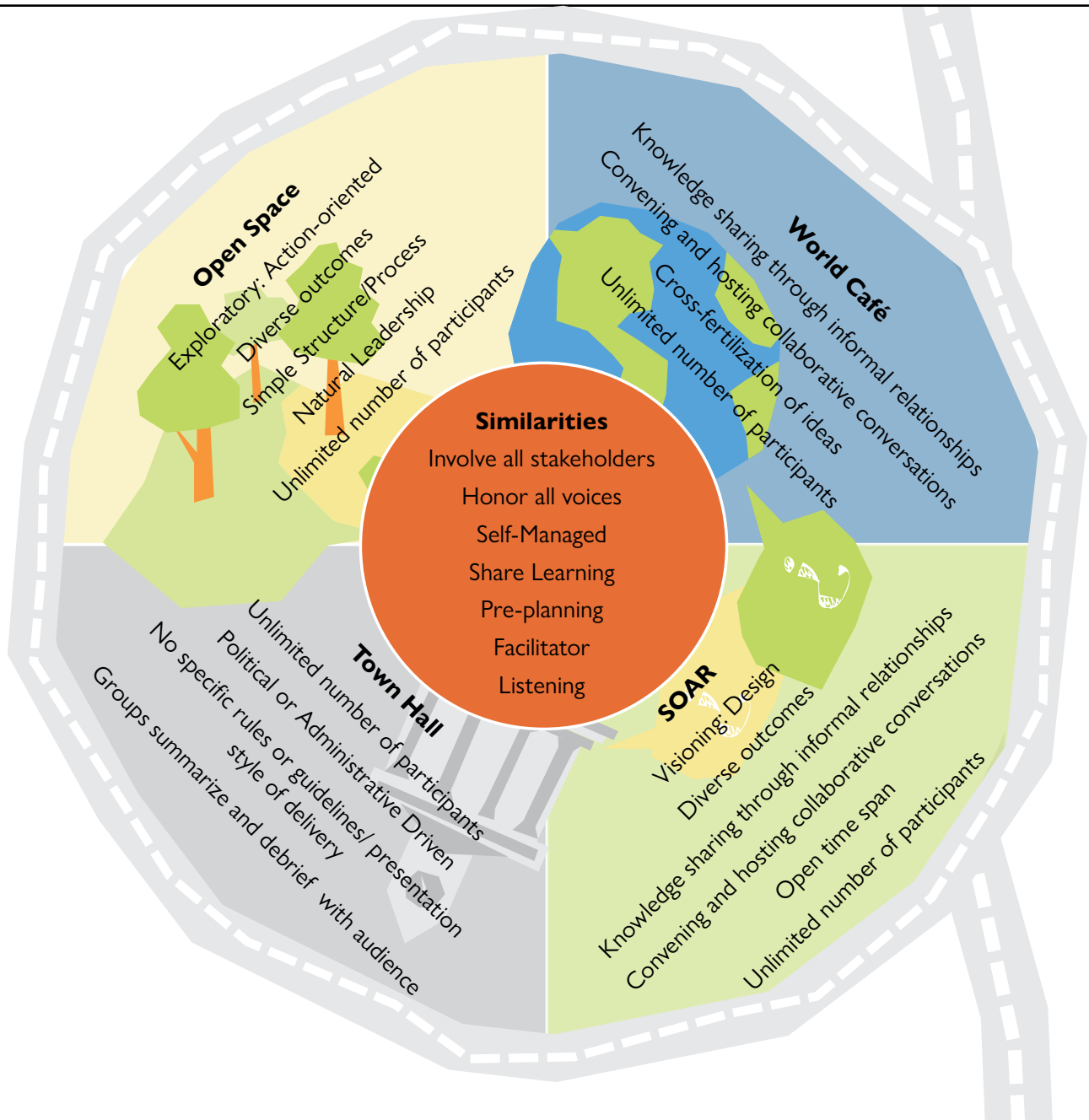
SOAR stands for :

- S**trengths
- O**pportunities
- A**spirations, and
- R**esults

SOAR and AI are different than a traditional SWOT analysis. SOAR and AI focus upon strengths and vision, and works to understand and include, while SWOT asks certain stakeholders to list, “Strengths, Weaknesses, Opportunities, and Threats.”

SOAR is also a great way to move from Engagement and Planning to Mobilization. One of the core values of SOAR is results. Therefore, SOAR has a ready-made process that supports participants as they utilize the plan on a daily basis, helping inform decisions and actions. For additional information, we suggest you read [The Thin Book of SOAR: Building Strengths-Based Strategy](#), written by Jacqueline M. Stavros and Gina Hinrichs.





You have learned about meeting design, facilitation, methodologies and evaluation. Now let's put what you have learned to practice. Think about an upcoming meeting that you will need to design. Use the following form to plan your meeting. Remember it is always best to plan ahead, well in advance of your meeting to insure that your results can and will be met.

**TRY IT!**



## Pre-Planning Meeting

Before you begin, pull together at least 3 to 5 people to assist you in organizing your meeting. Use this form to assist your group with planning your meeting. Once you have completed this form, create the agenda for your upcoming meeting using the information that the group gave.

### Purpose/ Background for Meeting:

*Collaborate with Community public Safety liaisons throughout Marion County as well as grassroots neighbors to bring forth strategies to affect Quality of Life for all.*

### 3R's

Relationship	Resources	Results
<p>How will the people you invite to this meeting relate to you, each other and the result?</p> <ul style="list-style-type: none"> <li>• IMPD Liaisons</li> <li>• Adopt-A-Block</li> <li>• Indianapolis Neighborhood Resource Center</li> <li>• City of Indianapolis' resident support staff</li> <li>• Health and Hospital</li> <li>• Mid North Public Safety</li> <li>• Prosecutors office</li> <li>• Marion County 911</li> <li>• Asst. Director of Public Safety</li> <li>• Butler Tarkington Neighborhood</li> <li>• Crime Watch Coordinator</li> </ul>	<p>What do people have and can bring to help get the results?</p> <ul style="list-style-type: none"> <li>• Refreshments</li> <li>• Music</li> <li>• Meeting place</li> <li>• Grassroots people to do One-on-ones</li> <li>• Facilitator</li> <li>• Flip chart</li> <li>• Neighborhood background and information</li> </ul>	<p>What do you want to accomplish? What will you see when actions achieve their purpose?</p> <ul style="list-style-type: none"> <li>• Give history of the "Unit"</li> <li>• Build Relationship among the group</li> <li>• Consensus on Mission/Objective</li> <li>• Confirm Collaboration among the partners</li> <li>• Brainstorm for program ideas</li> <li>• Explore Next Steps</li> <li>• Schedule next meeting</li> </ul>

### Meeting Methodologies and Approaches

Based on the outcomes from above, develop strategies to assist you in getting your desired results.

List Desired Results	What Method and or Approach will you use?
• Build Relationships among the group	• Provide Refreshments/Ice Breaker-Get to know others
• Give history of the "Unit"	• Small presentation on the history of the "Unit"
• Consensus on Mission/Objective	• Flip chart group brain storm session
• Confirm Collaboration among the partners	• Pre meeting One-on-Ones to garner consensus
• List of program ideas	• Flip chart group brain storm session
• Explore Next Steps	• List topics via flip chart for next steps and assign tasks
• Schedule next meeting	• Gain consensus for next dates and times for future meetings

### Meeting Evaluation

Informal	Poll on effectiveness of meeting to get results
Formal	

## Pre-Planning Meeting

Before you begin, pull together at least 3 to 5 people to assist you in organizing your meeting. Use this form to assist your group with planning your meeting. Once you have completed this form, create the agenda for your upcoming meeting using the information that the group gave.

### Purpose/ Background for Meeting:

### 3R's

#### Relationship

*How will the people you invite to this meeting relate to you, each other and the result?*

#### Resources

*What do people have and can bring to help get the results?*

#### Results

*What do you want to accomplish?  
What will you see when actions achieve their purpose?*

## Meeting Methodologies and Approaches

*Based on the outcomes from above, develop strategies to assist you in getting your desired results.*

### List Desired Results

•
•
•
•
•
•
•

### What Method and or Approach will you use?

•
•
•
•
•
•
•

## Meeting Evaluation

Informal

Formal

## Draft Agenda

Date: *March 1, 2016*

Time: *6 to 7:30*

Place: *Indianapolis Neighborhood Resource Center*

# of Hours: *1.5*

Note: This draft agenda was created by INRC and used as a tool with the Metro Public Safety Awareness Unit, a collaboration between Butler-Tarkington Neighborhood Association, Crown Hill Neighborhood Association and Meridian-Kessler Neighborhood Association. This unit was created as a result of the Butler-Tarkington Neighborhood Association Study Circle on Public Safety.

Time	Result	Approach
6:00	<i>Build Relationships among the group</i>	<i>Meet and Greet/Refreshments/ Music</i>
6:15	<i>Build Relationships among the group</i>	<i>Ice Breaker on getting to know each other better</i>
6:25	<i>History of the Metro Safety Awareness Unit</i>	<i>Give a small presentation and provide handout</i>
6:35	<i>Confirm collaboration among partners</i>	<i>Pass out colored sheets of legal paper. Ask each stakeholder to write down their responsibilities and goals. Ask each participant to talk about what they wrote and tape it up on the wall. Debrief by the group, pointing to how a greater impact could be done if we all worked closer together. Ask each stakeholder for their partnership</i>
6:50	<i>Consensus on Mission/Objective</i>	<i>Present group with the start of a mission ask for their input and work on the development</i>
7:05	<i>Generate program ideas</i>	<i>Unveil a prelist of ideas that the group could undertake and ask for their buy-in and additional input for new ideas.</i>
7:15	<i>Explore next steps</i>	<i>Explore next steps for the group by soliciting from the group their thoughts and Flip charting responses. Assign task to participants.</i>
7:20	<i>Schedule next meeting</i>	<i>Gain consensus for the best time for as many as possible</i>
7:25	<i>Informal survey</i>	<i>Pre-board Questions for an informal survey and ask participants for their input. Record the result.</i>

## Tasks for Next Steps

Based on the outcomes from above, develop a task list for next steps.

Task	Responsibility	Due date
Type up final meeting agenda	<i>Val</i>	<i>3/7</i>
Contact special guest (One-on-one)	<i>Callie</i>	<i>3/15</i>
Send out save the dates/Invitations	<i>Callie</i>	<i>3/20</i>
Put together a marketing strategy (See section on marketing)	<i>Callie and Ed</i>	<i>3/20</i>
Start gathering needed materials	<i>Val</i>	<i>3/25</i>
Acquire a facilitator and Co-Facilitator	<i>Val</i>	<i>3/15</i>
Gather materials	<i>Ed</i>	<i>4/1</i>
Refreshments	<i>Ed</i>	<i>4/1</i>

## Draft Agenda

Date:

Time:

Place:

# of Hours:

Time	Result	Approach
------	--------	----------


## Tasks for Next Steps

Based on the outcomes from above, develop a task list for next steps.

Task	Responsibility	Due date
------	----------------	----------

Type up final meeting agenda

Contact special guest (One-on-one)

Send out save the dates/Invitations

Put together a marketing strategy (See section on marketing)


# REAL LIFE SCENARIO

Norwood, a Southeast Indianapolis neighborhood with a history spanning more than 150 years, hosted a vibrant community celebration—the Norwood Neighborhood’s 150 +1 Anniversary Event—to honor its rich legacy and bring neighbors together. The event featured a parade, live music, local Black-owned businesses, food and drinks, and opportunities for connection and reflection.

Organized by the Norwood Neighborhood Association through INRC’s Neighborhood Grant Program, the event was a collaborative effort led by residents active in monthly meetings and the event planning committee. Together, they planned and fundraised for the celebration and promoted it through mailers to both past and current residents. As part of the planning, the association also gathered input from neighbors about the community’s strengths and challenges to help shape the event and guide future engagement efforts.



The event drew more than 100 attendees from diverse backgrounds, with many expressing appreciation for the chance to reconnect and build community.

The event drew more than 100 attendees and featured a vibrant parade, live music, local Black-owned businesses, and food and beverages. Neighbors from diverse backgrounds came together to celebrate, expressing appreciation for the activities and opportunities to reconnect and build community.

## TIPS

- Enroll in a Facilitation workshop to become a better facilitator.
- A good facilitator stays neutral.
- Be prepared, using the 3R's for meeting Design.
- Try out different meeting methodologies (practice, practice, practice).
- Always plan well ahead of your intended meetings to allow for good trouble shooting.
- Set a relaxed and open tone for your meetings by using food, music, and hosts to greet people as they come in.
- Remember, the main goal of an organizer is to engage the community in an inclusive manner.
- Always arrange your agenda in such a way that you will achieve your intended results.
- Pull a team together to plan and implement your meetings. Don't be a "Lone Ranger".
- Share responsibilities.
- Create and implement an evaluation of your meeting.
- Follow-up and share the results of your meeting with participants.
- Don't forget a sign-in sheet to get contact information.
- It's a good idea to rehearse activities and presentations before the meeting and to test any technology.
- Skills used in facilitation, like appreciative listening and effective questions, can be used outside meetings to build relationships and get neighbors interested in getting involved. These skills are also useful for diffusing conflict between individuals and the group before it affects the whole group.



# MEASURING SUCCESS

You might wonder why we should measure our successes in our neighborhoods. It is extra work. It is complicated, and, besides, we all know when a neighborhood project, activity, or event is a success or a failure, right?

Well, there are many reasons that merit the measurement of your neighborhood's activities successes.

- It supports continuous learning in your neighborhood organizations.
- The results of your measurements can become important neighborhood artifacts.
- Results shared with your neighborhood adds an important element of transparency and could help build trust.
- Sharing your measured results can help reward the work of your neighbors.
- It could help lure funding or sustain existing funding.
- It can help inform the strategic direction of your neighborhood organization.

## What's Covered

- What is Evaluation?
- Parts of Evaluation
- How to Build an Evaluation Plan
- Telling the Story of your Success





## WHAT IS EVALUATION?

The pure and simple truth is rarely pure and never simple.

*Oscar Wilde*

We measure our successes through a process called evaluation. Evaluation is how value is assigned to something. Evaluation is a part of our everyday lives. In fact, it is easy to assume that people are in a constant state of evaluation. We evaluate the weather, the traffic, the movies, our neighbor's new landscaping, and on, and on. Another interesting characteristic about evaluation is that the end result of any evaluation depends, in large part, on the evaluator's perspective. For example, I love the snow. In my opinion, few things compare to the feeling and appearance of a beautiful winter's landscape as large snowflakes fall and form a shiny white layer on the ground. It makes sense, then, for me to evaluate those snowy, winter days as being beautiful. My friend, however, only likes warm, tropical weather. For her, weather that is hot, humid, and sunny is beautiful. When she sees weather that is cold and snowy, she would say the weather is awful. So, how can one person say something is beautiful and another person say it is awful? The answer is simple: there is a difference in perspective or framework. The method I use to classify a day as being beautiful is different than that of my friend. I look for snow, snow flakes, and cold weather. My friend looks for sun, heat, and humidity. Clearly, there are numerous ways to evaluate something.



## PARTS OF EVALUATION

Evaluating the work of your neighborhood organization is like taking an exciting journey. You are heading toward a destination, but in order to get there you must walk on many stepstones. Those stepstones can either help you get to the next stepstone or they can fail you. Then you would end up in the creek. Following from the journey example, there are two main components of an evaluation: the goal (destination) and the objectives (stepstones).

### GOALS

A goal is a general statement about what you would like to achieve through your event, program, organization, or activity. Goals are typically described through a brief statement like "To make our alleys clean places to drive, walk, and enjoy." The intention of a goal is to provide direction for action, as well as direction for the objectives that you will measure for your evaluation.

A goal statement can be general and should capture the spirit of your efforts that will be evaluated (Kettner, Moroney, & Martin, 1999). It is not necessary to measure your goal directly. As you will learn below, the goal will be broken down into different objectives. Those objectives will be broken down into measurable parts which, in sum, will provide the results of your evaluation.



## OBJECTIVES

Objectives are the stepstones that lead to the goals that you are pursuing through your event, program, organization, or activity. These are the measurable activities that you have deemed necessary to complete in order to achieve the goals you have set. Take, for instance, the goal stated above, relating to clean alleys. One possible objective would be, “to recruit 15 neighbors to volunteer for a morning of alley clean-up.” Another possible objective could be, “to collect at least 100 pounds of trash during the alley clean-up.”

In general, objectives should either describe the results you are attempting to achieve, or describe the way in which you seek to achieve your results. There are two broad types of objectives: Outcome Objectives and Process Objectives (Kettner, Moroney, & Martin, 1999). Both of these types of objectives form the building blocks that lead to the goals of your event, program, organization, or activity.

### OUTCOME OBJECTIVES (FINAL/INTERMEDIATE)


Outcome Objectives are those objectives that deal with the results of your work. They are the measurable end products that need to be achieved in order to meet your goals. There are two types of Outcome Objectives: Intermediate Outcome Objectives and Final Outcome Objectives (Kettner, Moroney, & Martin, 1999). These two types of Outcome Objectives are both measurable results, but they occur at different times during the event, program, or activity.

Intermediate Outcome Objectives describe the results you hope for **before** the end of the event, program, or activity. Again, pulling from the two examples of outcomes for the alley clean-up, the objective, “to recruit 15 neighbors to volunteer for a morning of alley clean-up”, is an Intermediate Outcome Objective. This is an Intermediate Outcome Objective, because it is a result or end (i.e. having 15 volunteers), and it is necessary to meet this objective before the alley clean up begins.

Final Outcome Objectives describe the results you hope for **near the end** of the event, program, or activity. The example detailed above, “to collect at least 100 pounds of trash during the alley clean up”, is an example of an Outcome Objective. This is a Final Outcome Objective, because it is a result that will occur at the end of the alley clean up. The objective that we mentioned above, “to collect at least 100 pounds of trash during the alley clean up” is an example of a Final Outcome Objective. The Intermediate Outcome Objectives must be met before the final outcome objective can be met. They build from one another. In order to collect 100 pounds of trash, the neighborhood group will need at least 15 neighborhood volunteers.

Intermediate Outcome Objectives are the building blocks that lead to the Final Outcome Objective. Each Intermediate Outcome Objective must be met in order to meet the Final Outcome Objective. Each building block must be placed before the house is finally built.


### PROCESS OBJECTIVES



One of the great mistakes is to judge policies and programs by their intentions rather than their results.

*Milton Friedman*

---



While Intermediate and Final Outcome Objectives deal with measuring the ends or results of an action, the Process Objectives deal with measuring the way in which you try to achieve the Outcome Objectives (Kettner, Moroney, & Martin, 1999). These objectives answer the question, “How will we do this?”

Consider the example of the Intermediate Outcome Objective, “to recruit 15 neighbors to volunteer for a morning of alley clean-up.” In order to achieve this objective, you will need to do at least a couple of things. You will need a process. You might need to send an e-mail to the neighbors that have an e-mail address. Also, you might need to call those neighbors that you have phone numbers for, but no e-mail address. Lastly, you might need to go door-to-door to talk with some new neighbors you have not met. All three of these things will be separate Process Objectives for that Intermediate Outcome Objective of recruiting 15 neighborhood volunteers. Those Process Objectives would be as follows:

- (1) To e-mail all 24 neighbors with an e-mail address and ask if they will volunteer for the alley clean-up.
- (2) To call all 10 neighbors with a telephone number, but no e-mail address, and ask if they will volunteer for the alley clean-up.
- (3) To go visit the 10 new neighbors whom I’ve never met and ask if they will volunteer for the alley clean-up.

As you can see, these Process Objectives pertain to steps that lead to the Outcome Objective of recruiting 15 volunteers. It is important to identify process objectives. As you begin to complete the evaluation process, measurement of process objectives can help one understand the reasons why a particular Outcome Objective succeeded, or where there is opportunity to improve.

### **A Final Note on Objectives – The Three Finishing Touches**

Once you have identified all objectives for your goals, it is important to strengthen those objectives by adding three finishing touches to the outcome statement. Those three touches are timeframes, measurement tools, and responsibility assignments. The **timeframe** is the date or range of time for which you will complete each objective. The **measurement** tool is the way in which you will measure the objective. The **responsibility** assignment is simply listing the person or group of people who are responsible for completing the measurement of the objective.

Take, for instance, the process objective, “To e-mail all 24 neighbors with an e-mail address and ask if they will volunteer for the alley clean-up.” To fully complete that Process Objective, it is important to add the timeframe, measurement tools, and responsibility assignment. For example, “To e-mail 24 neighbors with an e-mail address and ask if they will volunteer for the alley clean-up by next Friday as measured by the Alley Clean-Up Check list and to be completed by John Doe.”

It is understandable that, at first glance, this work of identifying goals and objectives is quite confusing. Remember that they each build from one another in support of the goals pursued by your group or organization.



To make better sense of the relationships between goals and objectives, please take a look at the chart below. We have completed the left portion of the chart. In the space provided, develop other objectives to assist in this goal.

TRY  
IT!

Goal: *To make our alleys clean places to walk, drive, and enjoy.*

Final Outcome Objective:

*To collect at least 100  
pounds of trash during  
the clean-up.*

Final Outcome Objective:

Final Outcome Objective:

Intermediate Outcome Objective:

*To recruit 15 volunteers  
for the clean-up.*

Intermediate Outcome Objective:

Intermediate Outcome Objective:

Process Outcome:

*E-mail Neighbors*

Process Outcome:

Process Outcome:

Process Outcome:

*Call Neighbors*

Process Outcome:

Process Outcome:

Process Outcome:

*Visit new Neighbors*

Process Outcome:

Process Outcome:



## DEVELOPING GOALS AND OBJECTIVES: BUILDING AN EVALUATION PLAN

Since we are working with, and in, our neighborhood, it is important to get other neighbors involved in evaluating the events, activities, and programs of your neighborhood group. One great way to do this is to assemble an evaluation group or evaluation committee for your neighborhood-based organization. Recruit and assemble a small working group of between 5 to 8 neighbors and neighborhood stakeholders. Try to make this group as diverse as possible, with people from all different backgrounds, cultures, and perspectives. Your evaluation plan will be strengthened by a diversity of perspectives, while creating the goals and objectives of your evaluation plan.

Once you have the group assembled, set an initial meeting with everyone at a time and place that is convenient for the group. At that meeting, provide an introduction to goals and objectives including their definitions and examples. From there, work with the group to identify goals. If time remains, identify the Outcome and Process Objectives for the activity, event, or program you are attempting to evaluate. You might find it necessary to schedule another meeting to finish the creation of the objectives. The main goal is to allow the group, through conversation, to create the goals and objectives for your evaluation. Once you have created the goals and objectives, display them in a chart that clearly shows the progression from Process Objectives to Goals. Then, schedule future meeting times to review the progress of the evaluation plan and discuss results as they are made available.

### REMEMBER!

*When creating objectives, be sure to include timeframes, measurement tools, and responsibility assignments.*

Springdale Neighborhood Association faced a visible challenge—26 aging pole signs throughout the neighborhood had become noticeably sun-damaged. Many neighbors felt the worn signage gave a neglected impression of their vibrant and growing community.

In response, association members came together to develop a plan that would update the neighborhood's branding and signage to better reflect the energy and identity of today's Springdale. During the planning process, they discovered that efforts like neighborhood beautification and community engagement are proven to help reduce crime. This reinforced their belief that refreshed signage could both enhance neighborhood pride and show residents that there is an active association working hard to keep Springdale safe and beautiful.

With support from INRC's Neighborhood Grant Program, the group launched the project in the fall, setting a clear and motivating goal: to unveil the new signs at their annual Spring Fling the following April. The event, which features live music, games, and activities for residents, would be the perfect place to celebrate the neighborhood's refreshed look. Just in case the signs weren't ready in time, they also created a backup plan to involve residents in a volunteer installation effort.

To ensure the project aligned with residents' priorities, members distributed a neighborhood survey and over 80% of respondents indicated they wanted the grant funding to support a marketing rebrand and new signage.

As the project progressed, the association began tracking key indicators of success: meeting attendance, volunteer signups for cleanups, newsletter subscribers, and event participation. Because they had clearly defined what success would look like, they were able to observe a noticeable increase in community engagement across all areas.

The result? A wildly successful Spring Fling, with over 250 attendees and a renewed sense of neighborhood pride.

## REAL LIFE SCENARIO





We have completed the left portion of the chart below. In the space provided, develop other objectives to assist in this goal.

GOAL 1.0 To make our alleys clean places to walk, drive, and enjoy.	GOAL 2.0	GOAL 3.0
FINAL OUTCOME OBJECTIVE 1.1 To collect at least 100 pounds of trash during the clean-up, to be completed by the end of the day of the Alley Clean up, as measured by a trash weigh-in using a home-scale, assigned to Jane Doe.	FINAL OUTCOME OBJECTIVE 2.1	FINAL OUTCOME OBJECTIVE 3.1
INTERMEDIATE OUTCOME OBJECTIVE 1.2 To recruit 15 volunteers for the clean-up, to be completed by two weeks before the Alley Clean up, to be measured by a volunteer sign-in sheet, assigned to Jason Doe.	INTERMEDIATE OUTCOME OBJECTIVE 2.2	INTERMEDIATE OUTCOME OBJECTIVE 3.2
PROCESS OBJECTIVE 1.3 To e-mail all 24 neighbors with an e-mail address and ask if they will volunteer for the alley clean-up, by next Friday, to be measured by the neighbor contact log, assigned to Jamie Doe.	PROCESS OBJECTIVE 2.3	PROCESS OBJECTIVE 3.3
PROCESS OBJECTIVE 1.4 To call all 10 neighbors with a telephone number, but no e-mail address and ask if they will volunteer for the alley clean-up, by the end of the month, to be measured by the neighbor contact log, assigned to Jamie Doe.	PROCESS OBJECTIVE 2.4	PROCESS OBJECTIVE 3.4

---

### A Note on Measurement Tools:

The term “Measurement Tools” conjures up images of scientific proportions: stethoscopes, rulers, computers, etc. A measurement tool can be as simple as a sign-in sheet, a to-do check-list, or a simple questionnaire. It’s possible that notes from a conversation can be a measurement tool. In general, a measurement tool is anything you use to collect the data that is used to show how you have completed an objective. For instance, if you want to measure the 100 pounds of trash you pick up during your alley clean-up, then your measurement tool will probably be a scale. If you want to have a neighborhood meeting and one of your Final Outcome Objectives is to have 50 people attend the neighborhood meeting, then your measurement tool will most likely be a sign-in sheet. The best guide to selecting an effective measurement tool for your objectives is common sense. With the help of your evaluation group or committee, think through all of the possibilities for measuring your objectives and come up with the one or two measurement tools that will work best.

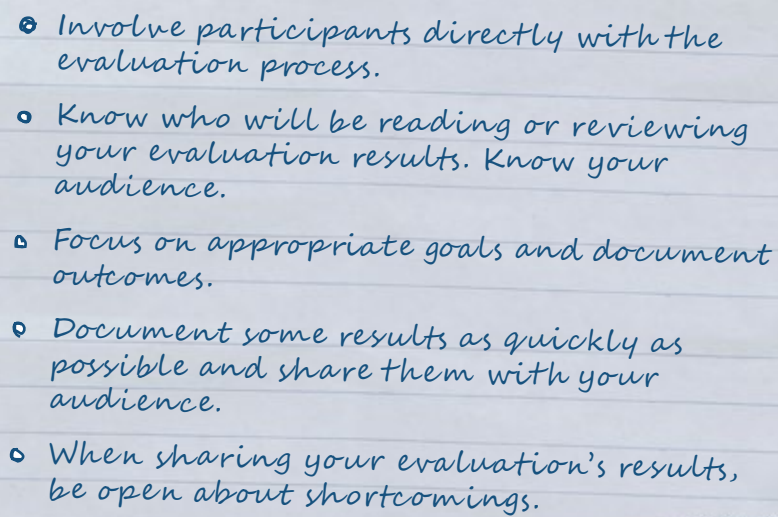
## NOW YOU HAVE DATA, WHAT’S NEXT: TELLING YOUR STORY OF SUCCESS



There are two main reasons for evaluating all the great things you are doing in your neighborhood: to learn and to share with others. Learning together as a neighborhood organization is an important role of an evaluation. As your evaluation group meets to review the progress of the evaluation plan, be sure to review the data that has been measured along the way and discuss the meaning of that data. When appropriate, share that data with other neighbors who are helping in your neighborhood event, activity or program. For your neighbors, a final report is often too late. So, it is important to share your results throughout the process and make changes when needed. This will support the learning process and strengthen your neighborhood efforts.

The other main reason for evaluating your neighborhood events, activities, or programs is to share your successes with the outside world. Again, use your evaluation group to determine the external audience with whom you will share your results. Also, determine the best format for sharing those results. The format for sharing your results might change, depending upon the types of audiences that will review them (i.e. funders, other neighborhood organizations, city officials, etc.). There is no correct way for sharing your results, as long as it is appropriate for your audience. Keep in mind, however, that it is perfectly fine to be creative and utilize various methods for sharing (i.e. photographs, charts and tables, narratives, etc.).

When sharing your results, either internally for learning purposes or externally as a final report, be sure to focus on the successes of your efforts, even if they were not intended successes. Note any shortcomings you found through the evaluation, or challenges encountered during the planning and/or event. No event, activity, or program is perfect and it is perfectly natural to have room for improvement. It is good to make note of those shortcomings and discuss how you have incorporated the learning in your future actions as a neighborhood. In sum, be creative, focus on your successes, and learn from your shortcomings.

- 
- Involve participants directly with the evaluation process.
  - Know who will be reading or reviewing your evaluation results. Know your audience.
  - Focus on appropriate goals and document outcomes.
  - Document some results as quickly as possible and share them with your audience.
  - When sharing your evaluation's results, be open about shortcomings.

Note: From *A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities*, by T. Dewar, 1997, Chicago: ACTA Publications by John P. Kretzmann and John L. McKnight. Adapted with permission.



*Congratulations!  
You made it!*

---

# REFERENCES

Alinsky, S. (1989a) *Reveille for radicals*. New York: Vintage.

Alinsky, S. (1989b) *Rules for radicals*. New York: Vintage.

Appreciative Inquiry Commons. (n.d.) What is AI. Retrieved April 3, 2007 from <http://appreciativeinquiry.case.edu/practice/organization.cfm>

Bobo, K., Kendall, K., & Max, S. (1996) Organizing for social change: *Midwest Academy manual for activists*. Chicago:Seven Locks Publishing.

Bergeron, D., & Loignon, A. (2025, May 8). *What is active listening?* CCL.  
<https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills>

Brown, J., Isaacs, D., & World Café Community. (2005). *The World Café: Shaping our futures through conversations that matter*. San Francisco: Barrett-Koehler Publishers, Inc.

Child and Youth Network, Denmark. (2007) *AI as a methodology*. Retrieved April 3, 2007 from [http://www.redbarnet.dk/Approaches/Appreciative\\_Inquiry/methodology.aspx](http://www.redbarnet.dk/Approaches/Appreciative_Inquiry/methodology.aspx)

Chrislip, D.D. & Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference*. San Francisco: Jossey-Bass.



- 
- Cooperrider, D.L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Francisco: Berrett-Koehler Publishers
- De Tocqueville, A. (2003). *Democracy in America*. London: Penguin Classics.
- Dewar, T. (1997). *A guide to evaluation asset-based community development: Lessons, challenges, and opportunities*. Chicago: ACTA Publications.
- Encarta MSN Dictionary. (2007). *Definition of plan*. Retrieved November 12, 2007, from [http://encarta.msn.com/dictionary/\\_/plan.html](http://encarta.msn.com/dictionary/_/plan.html)
- Friedman, M. (2005). *Trying hard is not good enough*. New Bern, NC: Trafford Publishing.
- Greenleaf, R.K. (2003). *The servant-leader within a transformative path*. New York: Paulist Press.
- Hinrichs, G. & Stavros, J. (2009). *The Thin Book of SOAR; Building Strengths-Based Strategy*. Thin Book Publishing Co.
- Hogue, T. (1994). *Community based collaborations: Wellness multiplied*. Oregon: Center for Community Leadership.
- Indiana Leadership Initiative & Durkin, M. (n.d.) *Learning community: How a group becomes an effective Team*. Presented at the Indianapolis Community Building Institute, Indianapolis.
- Indiana Leadership Initiative & Durkin, M. (n.d.) *Learning community: Strategies for helping the group move forward*. Presented at the Indianapolis Community Building Institute, Indianapolis.
- Kettner, P.M., Moroney, R.M., & Martin, L.L. (1999). *Designing and managing programs: An effectiveness-based approach (2nd Ed.)*. Thousand Oaks, CA: Sage.
- Kretzmann, J, McKnight, J.L., & Turner, N. (1996) *Voluntary associations in low-income neighborhoods: An unexplored community resource*. Evanston, IL: The Asset Based Community Development Institute, Institute for Policy Research, Northwestern University. Mattessich, P. W.
- Murray-Close, M., & Monsey, B.R. (2001). *Collaboration: What makes it work*. St. Paul: Fieldstone Alliance.
- Oldenburg, R. (2007). *Celebrating the third place: Inspiring stories about the great good places at the heart of our communities*. New York: Marlowe & Company.
- The Annie E. Casey Foundation. (2005). *Resident leadership and facilitation work book*. Baltimore: The Annie E. Casey Foundation.
- The Marin Institute. (n.d.). *Take action: One-on-ones*. Retrieved June 27, 2008 from [http://www.marininstitute.org/action\\_packs/community\\_org4.htm](http://www.marininstitute.org/action_packs/community_org4.htm)
- The World Carfe (n.d.). *Welcome to the world café*. Retrieved April 20, 2008, from <http://theworldcafe.com/twc.htm>.
- Wirtz, D. (2024, June 7). *What is Open Space Technology? (Ultimate Guide)*. Facilitator School. <https://www.facilitator.school/blog/open-space-technology>.

---

# RESOURCES

*Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Asset*, by John P. Kretzmann and John L. McKnight (The Asset-Based Community Development Institute, Institute for Policy Research, Northwestern University 1993)

*Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey*, by Michael Winer and Karen Ray, (Fieldstone Alliance 1994)

*Collaborative Leadership*, David D. Chrislip and Carl E. Larson, (Jossey-Bass 1994)

*The Thin Book of Appreciative Inquiry* (2nd edition) (Thin Book Series) by Sue Annis Hammond, (Thin Book Publishing 1998)

*When People Care Enough To Act: ABCD In Action*, by Mike Green with Henry Moore and John O'Brien

*Rules for Radicals*. by Saul D. Alinsky, (Vintage Books 1971)

*Democracy in America*, by Alexis de Tocqueville, (Penguin Books)

*The Great Good Place: Cafés, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*, by Ray Oldenburg (Marlowe & Company, 1989)

*Organizing for Social Change: Midwest Academy: Manual for Activists*, by Kim Bobo, Steve Max, and Jackie Kendall, (Seven Locks Press)

*Active Listening*, by Carl Rogers and Richard Farson in David Kolb, Irwin Rubin and James MacIntyre, *Organizational Psychology* (third edition), New Jersey: Prentice Hall, 1979

*Marketing Workbook for Nonprofit Organizations*, by Gary J. Stern, (St. Paul, Minnesota: Amherst H. Wilders Foundation, 1998)

*Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*, (Jossey Bass Nonprofit and Public Management Series), by David D. Chrislip and Carl E. Larson, (Jossey Bass Inc. Publishers 1994)

*Trying Hard is Not Good Enough*, by Mark Friedman, (Trafford Publishing 2005)

*Open Space Technology: A User's Guide*, by Harrison Owen, (Berrett-Koehler Publishers 1997)

*The World Café: Shaping Our Futures Through Conversations that Matter*, by Juanita Brown, David Isaacs, and World Café Community (Berrett-Koehler Publishers, Inc. 2005)

*Resident Leadership and Facilitation Work Book*, Sponsored by Annie E. Casey Foundation

*Appreciative Inquiry: A Positive Revolution in Change*, by David L. Cooperrider and Diana Whitney, (Berrett-Koehler Publishers, Inc. 2005)

---

# NOTES (OR DOODLES)

Lined area for notes or doodles.



## THIS BOOK IS FULL OF INDIANAPOLIS NEIGHBORHOOD SUCCESS STORIES THAT HAVE INSPIRED OTHERS FROM ACROSS THE GLOBE. HERE'S WHAT PEOPLE ARE SAYING

What a blessing the Organizer's Workbook has been. I felt that it was a true gift; the timing was perfect; everything in it, speaks of our work here in Mt. Roskill (Auckland, New Zealand)...I have struggled for a number of months now to know how to put into words "our story" and I feel that I have finally found the key...

*Zena Wrigley, New Zealand*

I just wanted to share how incredibly helpful the INRC Organizer's Workbook has been in my work as a Community Builder. It's truly been a supportive roadmap for collaboration—offering practical tools, thoughtful guidance, and a clear framework for engaging with residents and moving community efforts forward.

I use it regularly in my role and often encourage other neighborhood leaders to utilize it as well. Whether you're just getting started or looking to deepen your impact, the workbook is a valuable resource worth exploring. - Carlena Moses, Community Builder, Hawthorne Community Center

*Carlena Moses, Community Builder, Hawthorne Community Center*

The Indianapolis Neighborhood Resource Center, Organizer's Workbook was a great asset to my Community Organizing class. It provided hands on and practical principles to assist students in developing as Community Organizers. Students enjoyed the "Real Life Scenarios" and the application sections to respond to. It definitely brought learning to life for the class! Great addition to any Community Organizing class or community training.

*Maria Koistinen, 2011 Adjunct Faculty, Goodwin Community College*

The Indianapolis Neighborhood Resource Center's Organizer Workbook is an important toolkit filled with transformational insights and dynamic lessons that will equip neighbors to begin working and leading stronger, healthier, more sustainable communities. Change always comes from the leadership of the many - ordinary people who step up, and this workbook will help many more do that.

*Paul Schmitz, former CEO of Public Allies, author of "Everyone Leads: Building Leadership from the Community Up" and faculty member of the Asset Based Community Development Institute*

The INRC Organizer's Workbook is not only instructive, it's well-organized, beautifully designed and easy to use, and gets to the heart of what makes grassroots organizing effective for communities and the people who live, work and play in our neighborhoods. From beginning to end – the Workbook offers strategies for increasing the capacity of individual and community-based groups to assess their strengths and resources, develop strategies for improvement, and engage residents, community leaders and elected officials in implementing real and lasting change in their communities.

*Rene Kane, Neighborhood Planner, City of Eugene, board member Neighborhoods, USA and former chair of Jefferson Westside Neighbors, Eugene, Oregon*

I am grateful for the Indianapolis Neighborhood Resource Center's Organizer's Workbook. From the Workbook's asset-based and appreciative perspective, students in my community practice course learn how to empower and partner with neighborhoods to identify assets and respond to opportunities. Students value the accessibility and practicality of the content—they are able to quickly grasp community building and development concepts and immediately put them into action in their service learning projects. In addition, by integrating strengths-based and collaborative practices found throughout the resource, they function more effectively in their service learning teams. My students and I are appreciative of this quality resource full of community building content, engagement strategies, practical worksheets and guides, real life scenarios, and practice-informed tips.

*Amy Murphy-Nugen, PhD, MSW, Assistant Professor, Western Carolina University, Department of Social Work*

ISBN 978-1-934406-16-8



9 781934 406168

INDIANAPOLIS NEIGHBORHOOD RESOURCE CENTER

WWW.INRC.ORG

Initial printing made possible with support from the Archdiocese of Indianapolis through the Catholic Campaign for Human Development