



# *the* **COMMUNITY RESILIENCE**

*Manual*

**A RESOURCE FOR RURAL  
RECOVERY & RENEWAL**



Developed and designed by the  
Canadian Centre for Community Renewal  
with funding from Forest Renewal BC

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### **Canadian Cataloguing in Publication Data**

Colussi, Michelle Marie, 1960-

The community resilience manual

ISBN 1-895818-40-0

1. Rural development--British Columbia. 2. Community development--British Columbia. I. Rowcliffe, Philippa. II. Lewis, Mike, 1952- III. Centre for Community Enterprise (Port Alberni, B.C.) IV. Title.

HC117.B8C64 2000

307.1'412'09711

C00-911286-3



# *the* **COMMUNITY RESILIENCE** *Manual*

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## *Preface*

**B**uilding any resource that is truly useful to communities is a significant challenge. It takes more time than is usually available. It takes a diverse team of community practitioners and researchers (a formation that is often hard to wire together). It takes community leaders who are willing to take a chance on yet another group of outsiders wandering around the environs asking questions. Finally, it takes resources to sustain the effort beyond a single fiscal year - something that is frequently well-nigh to impossible.

The fact that all those ingredients came together for the Community Resilience Project is due in large part to the Communities Committee of Forest Renewal BC (FRBC). In 1998 it approached the Centre for Community Enterprise in search of a simple, practical resource that could assist British Columbia's many economically-distressed small towns. The idea was to create a resource that they could use to assess local circumstances efficiently and effectively, and on that basis make better decisions about how to invest their limited resources. The committee deeply desired to leave a legacy to the people of this province.

The Centre took up the challenge, with some provisos. In the preceding ten years we had written and published many practical resources for communities across North America. We were not sure FRBC's vision could be realized, however. To reduce expectations, we designed a process of research and development with several critical points at which the project could be discontinued. Our thanks go to the FRBC Committee Chair, Garry Merkel, for maintaining the vision, our concerns notwithstanding. His persistence has borne fruit.

The Centre structured its relationship with FRBC as a partnership. We knew that FRBC's resources would not suffice and, to compensate, billed our time to the project at a much lower rate than the norm. A steering group from across the province was struck to act as a sounding board. In addition to Garry, this group included Peter Boothroyd, Ray Travers, Doug Weir, Chris Robertson, and Ken MacLeod, as well as FRBC staff members Kelly Nontell and Molly Harrington,. They proved tireless in their feedback and patience.

A selection of community test sites was critical to evaluating the progress of our work. A representative from each of these communities also joined the steering group. Our sincere thanks go to these "guinea pigs," the communities of Powell River, Port Alberni, Houston, Smithers, Burns Lake, and Revelstoke, and to their representatives who were so active in the steering group: Bill Ellwyn, Jerry Botti, Mayor Tom Euvermann, Susan Schienbein, Carmen Wheatley, Doug Weir, Glen Macrae, and Mayor Arnold Carlson. The Project has also been

fortunate to have many collaborators in government, but special thanks go to Brandon Hughes and Nathaniel Olsen of the Federal Rural Secretariat for their active and creative support.

In November 1999, after 15 months of work, we released for discussion the first draft of *The Community Resilience Manual* in portable document format. The response affirmed that our efforts were not misplaced. Our field work, even at the product development stage, indicated that the community resilience process reflected the partners' original intentions. What we did not anticipate was the import of the process for community mobilization. Communities, whether sophisticated or inexperienced in the application of community economic development, felt the community resilience process motivated and mobilized people and helped bring into focus priorities for action.

Over 500 communities, government agencies, researchers, and CED practitioners downloaded the draft in the subsequent 12 months. The state of New South Wales, Australia has adapted the process to employ ten tools and ten characteristics. They are being tested in six communities to develop community sustainability profiles. (Track their progress at [www.communitybuilders.nsw.gov.au](http://www.communitybuilders.nsw.gov.au).) A senior social scientist at Statistics Canada is using the community resilience process in a major synthesis of developments in the field of community accounts and indicators.

Subjecting the draft process to a year of scrutiny has enabled us to refine it significantly for this, the first edition of *The Community Resilience Manual*. We have revised and expanded the process on the basis of many thoughtful critiques. Two towns in southeastern British Columbia provided opportunities to conduct fully-integrated tests of the process: from assessment through priority setting to strategy formulation, in the course of three months.

Additional research doubled to over 60 the number of entries in the "Catalogue" of community tools, techniques, and models that appeared in the draft. The enthusiasm for such a community economic development "encyclopaedia" warranted it a life of its own. We have designated it as a separate publication, *Tools & Techniques for Community Recovery & Renewal* - a companion to the Manual, but useful in its own right. We owe great thanks to Stewart E. Perry, *Tools & Techniques'* editor and chief contributor, as well as to many other people who assisted: Michelle Colussi, Flo Frank, Keith Jacobsen, Mike Lewis, Sandy Lockhart, James MacGregor, Don McNair, Ron Paynter, Brigitta Perry, Pippa Rowcliffe, Ivan Thompson, and Gary Wilson. We also express deep appreciation to FRBC, to the provincial Ministry of Community Development, Co-operatives, and Volunteers, and to the Rural Secretariat for funding this resource.

We now look forward to responses, suggestions, and news from the people who use the *The Community Resilience Manual* and *Tools & Techniques*. The Centre is committed to making these two of the premiere resources in North America for people committed to building sustainable communities.

In 2001 several specific research and development projects will enable us to refine the community resilience model, principally in terms of the integration of ecological characteristics and indicators. Likewise, we are exploring its application on a regional basis. In many rural areas, decision-making and strategy formulation could benefit from participation of several small communities and the examination of regional characteristics and indicators. People have also expressed interest in linking community health indicators to the process and in adapting it to First Nations communities.

We are also committed to revise, expand, and update *Tools & Techniques* in the years to come so that it keeps pace with the highly innovative field of community economic development. The Centre has earmarked some of its own resources for this work, but suggestions from readers and practitioners will be essential. We are already seeking funding for several new entries.

Please use the Community Resilience pages at our website, [www.cedworks.com](http://www.cedworks.com), to keep us apprised of your experiences and insights with respect to both the Manual and *Tools & Techniques*.

Finally, thanks to my fellow members of the Community Resilience Project Team: Michelle Colussi, Sandy Lockhart, Don McNair, Stewart Perry, and Pippa Rowcliffe. Many, many people have contributed to the learning represented here. Many, many more will contribute in the years ahead. We invite you to consider this a collective resource which we all keep building, and from which we all keep learning.

Mike Lewis

Executive Director, Centre for Community Enterprise

November 2000



# Introduction

**T**he *Community Resilience Manual* is for rural communities that want to make better decisions about how to mobilize and invest community resources. The specter of rural community decline is a significant threat to many towns across Canada. In British Columbia, where the tools in this Manual were developed and tested, the late 90's saw plant closures threaten the survival of entire communities (e.g., Gold River). Yet across North America, in some of the most unlikely places and against big odds, many communities have adapted to their new circumstances. They have taken steps that have enabled them to survive crisis, influence change, and become healthy, vital places for their citizens. They are *resilient*.

This Manual aims to help rural communities cost-effectively to assess their own state of resilience and establish priorities for strengthening it. It also provides an important set of resources by means of which communities can strengthen their ability to respond to, and influence the course of, social and economic change. Even though we consider this a work in progress, some test communities that collaborated in its development have already experienced positive results.

Nadina Community Futures reported that the process “the way the questions were asked and the way the data was presented has triggered discussion that didn't happen before. It showed us that we could have stronger communities by addressing the characteristics of resilience and taking a more holistic approach to community economic development.”

Revelstoke participants stated that “even though we are often pointed to as a highly resilient community, we now see much more clearly that we must realistically integrate the social side of development more systematically. This resource has also engaged more people in the broader concept of development.”

This collection of resources offers no quick fix or panacea. It opens up a way of thinking and helps focus community dialogue on key aspects of the functioning of healthy community that seldom find their way into a community strategic plan. The resources are empowering because they provide communities with a means to systematically strengthen their capacity to steer their own future.

The goal is to help communities achieve more durable and cost effective results from their investment of time, talent, and resources. We invite you to collaborate in its on-going evolution, improvement, and extension to other communities that are contemplating uncertain futures and want to do something about it.



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## THE RESILIENT COMMUNITY

*A resilient community is one that takes intentional action to enhance the personal and collective capacity of its citizens and institutions to respond to, and influence the course of social and economic change.*

Rural communities across the country are facing the stress and uncertainty of volatile commodity markets. This volatility is a major source of stress in forestry, fishing, mining, and agriculture-based communities. Technological change and environmental concerns are just a couple of the other external pressures bearing down on rural communities. These issues are affecting all B.C. communities, some more heavily than others, depending on relative levels of reliance on a single producer/employer. At the same time, both federal and provincial governments are devolving more responsibility to municipal governments and to community institutions and organizations.

We believe that the state of community resilience plays a large part in determining the future of the places we live in: whether they survive or merely cope with a declining quality of life, or successfully adapt and prosper.

Research in Canada and the United States over the last decade has shown that resilient communities - those that have been adapting successfully in the face of big doses of stress from the larger society - have certain characteristics in common. A key idea is that all communities have within them characteristics that can either enable or constrain their ability to adapt and change. Bringing these characteristics to conscious awareness is an important step in moving communities towards taking intentional action to influence their circumstances.

In short, current research supports the idea that resilience is not a fixed quality within communities. Rather, it is a quality that can be developed and strengthened over time. As resilience is strengthened, the capacity to intentionally mobilize its people and resources to respond to, and influence social and economic change is enhanced.

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## HOW TO USE THIS MANUAL

This Manual leads you through the following steps:

- Understanding the concept of resilience.
- Assessing your community resilience.
- Documenting your results in a portrait of community resilience.
- Making decisions - using the community portrait to set local priorities for investing community resources more effectively.
- Creating a plan to address community priorities and strengthen your resilience.

The concept or model of resilience, and the process used to assess your resilience is described in *Section 1: The Guide*. In *Section 2: The Workbook*, worksheets and detailed instructions assist you through each step in the process of assessing your community's resilience and making decisions about priorities and strategies.

A companion publication, *Tools & Techniques for Community Recovery & Renewal*, categorizes and describes a wide array of initiatives from across North America that successfully increased community resilience. It is an important resource as communities consider designing community investments. Indeed, it is a resource that is useful for any community concerned with building healthier, more inclusive local economies.

We recommend that you review all of these materials before you start to assess your community's resilience. However, a word of caution. You may be tempted to move directly to *Tools & Techniques* and to develop strategies or implement initiatives you read about there. It is natural to want less planning and more action! But, in order to succeed, local action must be based on a solid understanding of which priorities to target and why they warrant an investment of community time, talent, and resources. The community assessment and priority setting steps described in the Guide are intended to build this understanding. They have been designed to be as straightforward as possible. However, using the tool takes time. Based on the field testing to date on communities under 8000 in population, we estimate that implementing the complete process takes a maximum of 30 days over three or four months. Larger communities can be completed in a similar time span but implementation usually requires two people over about 40 days.

The Manual features cross-references to other parts of this publication as well as references to resources available on the internet. If you are using the Manual in its portable document format (PDF) and are viewing it on a computer monitor, cross-references appear in dark

purple letters. When you click your mouse on a cross-reference, your computer will immediately forward you to another page in the Manual where the specified topic is found. (To return to your point of origin, select “Go Back” from the “Document” drop-down menu.) References to internet resources appear in dark green. A click on the latter (if your computer has an internet connection) will launch your browser and point it automatically to the specified web page. In printed copies of this publication, cross-references and references both appear in a dark grey hue.

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## **COMMUNITY RESILIENCE, CED, & STRATEGIC PLANNING**

In this Manual we have made one important assumption. We have developed an approach to community assessment and analysis by using the philosophy, principles, and strategies that are associated with Community Economic Development (CED). We have done this for two major reasons.

The first is that CED, at its very core, is concerned with community resilience. It is an approach to development that is built on the belief that the various sectors and members of each community are all interdependent. It is also focussed on the need to improve the well-being of all these sectors and members. Finally, CED encourages self reliance, sustainability, and independence as a way of dealing with the stresses of global social and economic change. Its focus is on sustainable community vibrancy and resilience rather than more narrow goals of employment or income.

Second, a CED approach to development has been proven to be successful in helping communities strengthen their economies. In this Manual, you will be presented with planning and assessment tools that can enhance and strengthen your existing planning process and economic development efforts.

### **How Successful Communities Work**

Recent research has suggested that successful or resilient communities demonstrate the behaviours described below. You will find that the resilience model and the process for data collection and decision-making outlined in the Guide builds on and strengthens these behaviours:

- they take a multi-functional approach to create a sustainable (economically, ecologically, politically and socially) development system within the community;

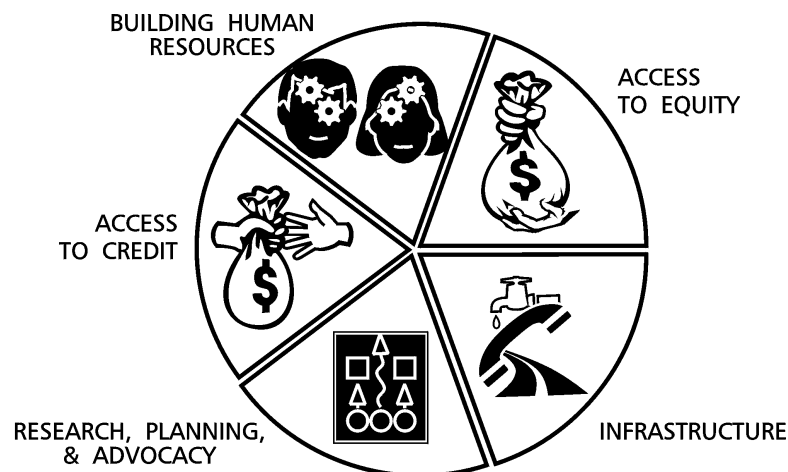
- through strategic planning or other efforts, they maximize the use of their limited time and resources in those areas that will yield the greatest overall benefits;
- they develop plans that merge social and economic goals and build local capacity;
- they are able to mobilize key sectors of the community around priorities;
- they focus their energies on mobilizing internal assets (both financial and human) while also leveraging outside resources to achieve their goals;
- they have established a critical mass of co-operating organizations through which locally based initiatives are implemented and evaluated.

## 5 Key Functions of a Local Economy

CED also indicates that certain approaches are particularly effective in addressing the social and economic problems that many communities face. The following five functions have been found to be essential to the vitality of any local economy. (Most of the entries found in *Tools & Techniques of Community Recovery & Renewal* serve in one way or another to help communities address one or more of these functions.)

### *Access to Equity Capital*

Equity is a scarce resource that flows from the creation of wealth, or surplus. The extent to which re-investment of capital is influenced or controlled by a community affects its ability to influence economic development. Its absence, or the flow of capital from a community, is a major factor in the decline of a community economy. In resource dependent communities this can also be influenced by securing greater control over the local resource base. This is precisely what Revelstoke did with tremendously positive results. (See Appendix A in the companion publication, *Tools & Techniques for Community Recovery & Renewal*, for a mini-case study of this experience).



### ***Access to Credit***

Without access to credit, enterprise development is impossible. In communities under stress, traditionally risk-averse, conventional sources of credit tend to dry up. The more severe the decline the harder it is to access credit, thus reinforcing the downward spiral. Creating sources of credit that are locally owned and controlled, or which the community can come to influence, is critical to long term community survival.

### ***Building Human Resource Capacity***

Local people who are ready, willing and able to participate in the local economy are critical to a community's adaptive capability. This is true of both leaders and local citizens. It is also critical to the creation of new initiatives, whether they are focussed on social, economic or entrepreneurial development. Capacity for intentional action depends on vision, participation and skills of local people.

### ***Capacity for Research, Planning & Advocacy***

There is an old saying that the person without spies is a person without eyes. This means that if you do not know what is going on in the community and region, and if you are not aware of the linkages between your home area and the larger society, your decisions, related to the use of local and outside resources, are likely to be less effective than they could be. Active, ongoing research and information gathering ensures that planning is informed and that local interests can be represented to necessary decision-makers (outside the community).

### ***Infrastructure***

While streets, sewers, and buildings are typically in the domain of the city planner and the city engineer, it is important to link the planning around infrastructure to the vision and goals for the future of the community.

These five functions are all important to community and regional economies. Some may be more important than others in various settings and at various times. Communities, like individuals, have different assets, capacities and needs over time. The point is that successful communities maximize the use of their limited time and resources in those areas that will yield the greatest strategic benefits.

## Links to Strategic Planning

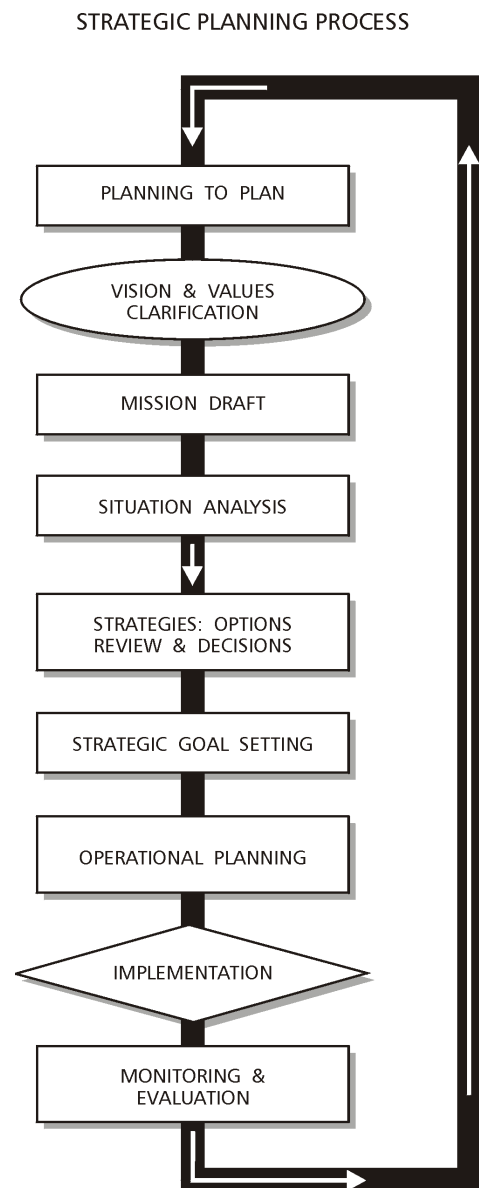
Strategic Planning is a process of “thinking strategically” and making decisions that focus the energies of an organization or a community on tackling the most important issues with limited resources. The information collected through an assessment of community resilience will be very useful to any community as they:

- begin the process of planning to plan
- conduct an analytic assessment
- review options and decisions
- set goals
- develop operational plans
- monitor and evaluate an existing plan

The *Community Resilience Manual* will not replace whatever planning process you are using but it can enhance it.

Communities involved in the field testing identified a number of benefits to their local economic development planning process:

- it gathers new information about local attitudes and organizations;
- it provides a framework for local decision-making and priority setting;
- it engages a broad cross section of the community in thinking about resilience - and the links to your economy - and thus creates new energy for local initiatives;
- the model, the Workbook, and the entries in *Tools & Techniques* can be used in a variety of ways as part of your assessment of resilience or as part of other community planning activities.



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## A MODEL OF COMMUNITY RESILIENCE

Our model of resilience is based on what we know about how communities work successfully. It is made up of two levels of information. At the center are what we call four *dimensions* of resilience. Each dimension is also expressed in terms of several, more detailed *characteristics* of resilience. Both the dimensions and the characteristics are based on the ideal - on the state or action that ideally exists in the most resilient communities. No community fits the following descriptions completely.

### The 4 Dimensions of Resilience

The dimensions state, in a general way, the core components of community from the perspective of resilience.

- people in the community
- organizations in the community
- resources in the community
- community process

All four dimensions are linked, reflecting the reality that the parts of a community are all related and interdependent. The first three describe the nature and variety of resources available to a community for development. The fourth dimension, community process, describes the approaches and structures available to a community for organizing and using these resources in a productive way. The four dimensions are explained below.



#### ***People in your Community: Attitudes & Behaviours***

Strongly held beliefs and attitudes, and the resulting behaviour of individuals and groups, create community norms that can either promote resilience, or hinder it. This dimension will help you to explore attitudes and behaviour related to leadership, initiative, education, and optimism. Resilient communities exhibit a sense of pride and openness to new ideas and alternatives. They value education and demonstrate an awareness of the economic impact of

social issues. Their leadership base is diversified and works to involve and mobilize the public around a common vision. The people in resilient communities have a “can do” attitude that is visible in their proactive response to change.

***Organizations in your Community: Attitudes & Behaviours***

The scope of public and private organizations, institutions, agencies and networks in your community can be an asset in times of social and economic change. Resilient communities work to ensure they have sufficient organizational capacity or influence within each of the five CED functions to provide the leadership and resources necessary to get things done. (Access to equity and to credit, human resource development, and research, planning, and advocacy are specifically assessed.) Social and economic development organizations in resilient communities work to inform and engage the public and demonstrate high levels of collaboration with each other.

***Resources in your Community: Awareness & Use***

Obviously, individuals and organizations require additional resources in order to effect change in their community. The presence of resources alone however, is not enough to ensure resilience. More important, is the way in which resources are viewed and utilized by the community. This dimension will assist your community in identifying the existing balance between internal and external reliance. Resilient communities are aware of and build on their local resource strengths while also seeking appropriate external resources to achieve their goals. They take steps to reduce their dependency on outside ownership and spend their money with a view to the long-term future of the community.

***Community Process: Strategic Thinking, Participation & Action***

This dimension examines the local processes for planning, participating in, and implementing CED. Resilient communities take the time to research, analyze and plan for their future. The plan becomes integrated into the work of those organizations involved in CED and contains strategies that merge social and economic issues and solutions. Resilient communities have a widely shared vision for their future, involve key sectors in the implementation of the goals, and measure results on a regular basis.



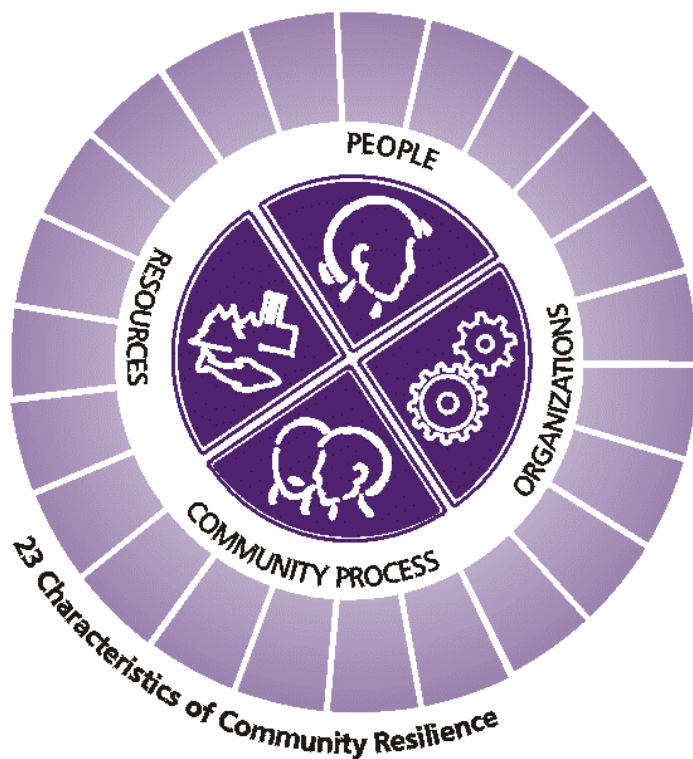
## The 23 Characteristics of Resilience

Each dimension breaks down into a series of more detailed “characteristics of resilience.” These characteristics are the specific factors that are examined in a community to assess the level of resilience. They can be researched and analyzed to provide a portrait of a community’s resilience.

The characteristics in the model are not exhaustive. There are many other characteristics that might relate to or describe a community’s resilience. At the outset of the research that led to this manual we started with over 60. However, those in the model have been chosen because

they are particularly predictive and because they have the strongest relationship to resilience, given current knowledge about how successful communities work.

Each community is unique. Communities will experience a different level of resilience in each characteristic and these levels may change over time. Therefore, the characteristics are not black and white, but rather multiple shades of grey. The shades or levels that exist are what local people, not outsiders, assess them to be. Also, certain characteristics will play a more significant role in determining resilience in some communities, depending on the degree and nature of local stresses, and community history and values. This is important because the approach we take attempts to assess resilience in unique, very complex communities.



### ***1. Leadership is diversified and representative of age, gender, and cultural composition of the community.***

In resilient communities, leadership represents all citizens within the community: decisions are fair and balanced and take into account the many needs, aspirations, and values of people in the community. This applies to elected leaders and to those selected less formally.

***2. Elected community leadership is visionary, shares power and builds consensus.***

In resilient communities, elected leaders understand the importance of creating a clear vision for the future and sharing the responsibility of power. They use such techniques as consensus-building to ensure that community initiatives have the support and the buy-in of community members. By doing so, leaders minimize the potential for destructive conflict.

***3. Community members are involved in significant community decisions.***

In resilient communities, citizens have avenues open to them to express their opinions in a productive and positive manner. Community leaders work to encourage participation from all segments of the community and use this input as a guide for their decisions. Community decisions are therefore more reflective of the wide variety of views and opinions of those who live there.

***4. The community feels a sense of pride.***

In resilient communities, people feel a sense of pride which is demonstrated in the care with which they maintain their community and the energy and commitment they give to events such as community festivals and celebrations

***5. People feel optimistic about the future of the community.***

In resilient communities, people anticipate a bright future and sense that their community has great potential to develop and change. This positive energy is important to enabling the community to adapt and change. It is also important as it encourages a greater investment by people in their community and its future.

***6. There is a spirit of mutual assistance and co-operation in the community.***

In resilient communities, people make an effort to work together and help each other in times of difficulty. Local issues and problems are owned by the community and people take it upon themselves to do something about them.

***7. People feel a sense of attachment to their community.***

In resilient communities, people perceive that they are there for the long term and therefore invest their time, energy and money in improving the community.

***8. The community is self-reliant and looks to itself and its own resources to address major issues.***

In resilient communities, people perceive that the future of the community is in their hands. Though external support might be sought, people seek out and use productively the skills, expertise and finance available in the community to address issues and problems that are important to the citizens.

***9. There is a strong belief in and support for education at all levels.***

In resilient communities, education at all levels is valued and supported. Children are encouraged to participate and excel in school. Adults are provided with a range of services to support life long learning, career change, and skills upgrading. There is a curiosity or thirst for knowledge within the community.

***10. There is a variety of CED organizations in the community such that the key CED functions are well-served.***

Resilient communities recognize the importance of a range of capable organizations through which residents undertake or influence all the types of activity essential to local economic vitality.

***11. Organizations in the community have developed partnerships and collaborative working relationships.***

In resilient communities, organizations recognize that conflict is costly and consciously work together to resolve issues. Collaborative working relationships result in efficient use of limited resources and more effective and creative effort toward accomplishing the common goals.

***12. Employment in the community is diversified beyond a single large employer.***

Resilient communities are aware of the risks associated with reliance on a single, large employer and emphasize economic diversification by supporting employment in smaller companies and active promotion of local ownership.

***13. Major employers in the community are locally owned.***

In resilient communities, there is a high degree of local control over economic activities and resources. These resources are used to improve all aspects of community life.

***14. The community has a strategy for increasing independent local ownership***

In resilient communities, the importance of local control over resources is explicitly recognized and the community works to increase local control through a range of strategies and initiatives. These communities emphasize retaining and expanding existing businesses as well as supporting the development of new ones.

***15. There is openness to alternative ways of earning a living and economic activity***

Resilient communities demonstrate an openness to alternative development approaches, such as micro enterprise, dispersed ownership of community assets, and self employment. This openness signals a readiness to shift away from dependency on large, externally owned companies.

***16. The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address areas of identified weakness.***

In resilient communities, optimal use of local resources and skills is balanced by careful use of the external resources and information required to address local gaps and accomplish local goals. Resilient communities are informed about, and have the connections to access outside resources.

***17. The community is aware of its competitive position in the broader economy.***

Resilient communities have identified and build on their strengths in relation to other communities and regions. They aren't afraid to compare themselves to others as a means of identifying opportunities and focussing local initiatives. They also co-operate with other communities when appropriate, combining resources to address a common goal.

***18. The community has a Community Economic Development Plan that guides its development.***

In resilient communities, a CED plan is a critical tool for providing direction and unity to all individuals and organizations. It is a means for ensuring a common vision among community members and maximizing resource allocation to gain the greatest community impact. It reflects the needs of all segments of the community and is built on an analysis of actual opportunities.

***19. Citizens are involved in the creation and implementation of the community vision and goals.***

Resilient communities take a long term, comprehensive approach to building active public participation in the development and implementation of their goals. They know this increases knowledge of and capacity for appropriate development approaches in their community.

***20. There is on-going action towards achieving the goals in the CED Plan.***

Resilient communities know that visible results breed optimism and a sense of self reliance. They focus on both short and long term goals and objectives. Implementation in these communities is co-ordinated and there is support for the organizations or groups involved.

***21. There is regular evaluation of progress towards the community's strategic goals.***

Resilient communities view their CED efforts as an on-going learning and capacity building process, so they have built-in evaluation criteria and procedures. Evaluation is also important as a means of identifying results and benefits in order to communicate them to the public.

***22. Organizations use the CED Plan to guide their actions.***

In resilient communities, the CED plan is integrated into the individual plans of many influential community organizations. It becomes a working document for ongoing decision-making and allocation of resources. This is more likely to occur if those organizations have been involved in the development of the plan and are familiar with the goals and objectives in it.

***23. The community adopts a development approach that encompasses all segments of the population.***

In resilient communities, the connection between unemployment and poverty and the economic stability of the community is understood. These communities adopt a CED approach as a way of integrating and strengthening the economic self-reliance of all aspects of their community.



## *Step 1: Getting Ready to Use the Resilience Process*

**T**his step involves presenting the resilience process to community groups and funders and organizing a local steering committee for the process. Local people have an important role to play in determining which methods are used and how the resilience process will integrate with other local activities. Residents must also define what they hope to be able to accomplish as a result of the process. Another essential aspect of this step is to create a common understanding about what resilience is and why it is important. As you will see, the scope of orientation and discussion with a steering committee varies considerably with local history, culture, and other factors.

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### **IS THE RESILIENCE PROCESS RIGHT FOR YOU?**

We created this section of the Guide in response to one of the most frequently asked questions about the Manual: “How do we know if this is the right process for our community at this time?” While each community must answer this question for itself, the following list of statements may be of assistance. If any of them are true for your community, the resilience process could be helpful.

1. Your community has no plan for its local economic development and needs a starting point.
2. You have an economic development or community economic development plan but it is not being implemented.
3. Your community has had some success, but organizations seem to be competing more than collaborating around a common vision for the community.
4. You need to identify several initiatives that will do the most to strengthen your local ability for future action.
5. As you review the list of characteristics, you see attitudes or behaviours described that residents have discussed as community weaknesses or challenges for many years.
6. You want to focus on one thing your community can do to strengthen its self-reliance and already have at least one strength to celebrate and build on.

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## INTRODUCING THE PROJECT

Responses have been very positive to the *Community Resilience Manual* as it has evolved to date (October 2000). However, a few communities and funders have told us that they needed a summarized, more direct format and content appropriate for introducing the project to people who are unlikely ever to read the Manual. For example, a government funder with grant funds available may have passed along to the community the information about the Resilience Project. Alternatively, the community may have received the information and has yet to organize the funding. In either situation there is a need to present the Resilience Project and its benefits to another group for consideration.

There are two resources in the Workbook to assist you with such a process. [Worksheet 2](#), “Introduction to the Community Resilience Project,” includes a sample letter of invitation as well as a series of overheads for you to use. Depending on your audience you may want to add other pages from the Manual as well as specific community information that explains how this process could be helpful.

You may or may not have an audience that is used to the terminology and ideas concerning local economic development. Be thoughtful about your use of language. Make sure to explain any jargon that you use (such as “resilience,” “community economic development,” or “CED,” for starters).

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## THE PROJECT STEERING COMMITTEE

You will need a host or sponsor organization for this process that can provide administrative support, meeting space, etc. If this organization has a board of directors or a community economic development committee, this might be a good starting point for the Resilience Project steering committee. You will want to ensure that you have buy-in and support from a range of groups or sectors, however. You may therefore wish to invite to the steering committee representatives of other sectors: education, labour market agencies, social service agencies, the local council or regional district, business (including key growth sectors), arts or heritage groups, and unions.

It is also important to keep the numbers on your steering committee to a reasonable working size. You want the committee to provide contacts and links to a variety of local groups and populations, but there are other ways to connect with and involve these groups. In other

words, they don't all have to participate in the steering committee as long as they are involved in other ways. In most communities you will find that one individual has connections with a wide variety of groups or organizations. This also helps to control the size of the committee.

## **Role of the Steering Committee**

While the specific role of this group will vary between communities, there are some general tasks to which it must attend:

1. Securing and potentially administering funding.
2. Potentially hiring and/or liaising with a facilitator.
3. Working with the facilitator to identify specific outcomes from this project and the implications for the process.
4. Clearly defining the geographic scope of the project.
5. Reviewing possible information collection options with the facilitator to determine the best way to achieve the desired outcomes.
6. Advising project facilitators about the local political climate and other significant issues.
7. Providing the facilitators with contact leads for reports, groups, organizations, and individuals. The steering committee needs to be sure to include individuals and groups that would not typically be included in economic development initiatives.
8. Participating in the process including both workshops.
9. Providing volunteer or paid staff support for organizing, booking facilities, etc.

Generally, this group will need to meet three times over the span of the project for several hours each time: once at the beginning,, once following the information collection, and again at the end of the process.





## *Step 2:* *Assessing Community Resilience*

**T**his step concerns the creation of a portrait of your community's resilience. In some ways, creating a portrait can be likened to the "Strengths, Weaknesses, Opportunities, Threats" (SWOT) analysis that is encouraged in traditional planning approaches. There are some important differences, however. The most significant difference is that a portrait involves qualitative information about community perceptions, attitudes, and feelings as well as maps of organizational linkages and levels of collaboration. Another significant difference is that the characteristics of resilience upon which the assessment model is based are derived from research evidence regarding what makes certain rural communities succeed to adapt and others to continue to decline. In other words, this process is specifically designed to view a community through the lens of resilience - or its ability to "take intentional action . . . to influence the course of social and economic change."

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### **WHAT IS A COMMUNITY PORTRAIT?**

A community portrait is a description of a community from the perspective of resilience. It gathers together information about a community for each of the 23 characteristics.

A portrait identifies where strengths and weaknesses lie. The strengths of a community act to increase resilience in times of change; weaknesses reduce that resilience. So, it is important to know where these weaknesses lie and how serious they are. As the strengths and weaknesses of a community change over time, so too will its level of resilience.

The community portrait that flows from the application of the assessment model can play a key role in developing a more comprehensive understanding of a community. While it does not displace issues that local economic development plans focus on (sector analysis, opportunity identification, identification of business development opportunities), it does add some new and important perspectives to discussions of community survival and development. It also helps reveal how various characteristics of the community are interrelated. Several characteristics may work together to either enable or constrain resilience. Being able to more explicitly understand where these linkages are and how they

influence each other can be very important when it comes to identifying priorities for action and selecting specific tools.

## **Creating a Community Portrait**

Creating a portrait of your community's resilience involves the following tasks:

- Collecting information about your community.
- Analyzing and understanding the information you have collected.
- Writing a community portrait.

Before you commence this process be sure to read and understand the description of our model of resilience in Step 1 of this Guide. This model underpins the approach you will take to collecting and analyzing data for the portrait.

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## **COLLECTING INFORMATION ABOUT YOUR COMMUNITY**

For this task, your goal is to capture information that relates to each of the characteristics of resilience. Hopefully, this focus will save you time and money, for it should enable you to be very precise about what information is relevant and to avoid anything else.

We implement this approach to data collection by using *indicators*. Each characteristic in our model of resilience has associated with it a set of indicators. [Worksheet 1](#) in the Workbook is a master table of each Characteristic and the Indicators associated with it. It may be helpful for you to have this in front of you as you read the rest of Step 2.

### **Using Indicators**

The indicators have been selected to identify whether a characteristic is present in a community. Like the characteristics, the indicators we have chosen are not exhaustive. We have chosen them because they have proven to be good proxies: taken together, they give a sign as to whether or not a characteristic is present, and to what degree.

We have used two types of indicator. The first type is relatively simple and relates to facts that we are able to collect about a community. Most of the information for these indicators can be found in government statistics, local statistics, and community reports. ([Worksheet 3](#) summarizes this type of indicator.)

The second type of indicator concerns perceptions, attitudes, and values. We use these indicators because many of our characteristics do not relate to facts but to community perceptions and attitudes. We collect information for these indicators through such things as interviews and focus groups. (These indicators appear on the questionnaire in [Worksheet 4](#).)

### ***Examples***

To measure the level of public health in a community, an example of the first type of indicator might be “teen pregnancy levels.” But for additional information we could use indicators of the second type, like “public attitudes toward exercise” or “youth attitudes toward birth control.”

Such perceptual indicators are not generally given great credence in traditional economic research. In the context of CED, however, they are critical. Research has shown that such things as the level of optimism or pessimism, organizational co-operation, and quality and style of leadership in a community can have a very profound effect on its ability to change and adapt.

Just as there is a variety of types of indicator in this model, there are different ways to map each type. You will note in the table from [Worksheet 1](#) that the nature of each indicator is clearly stated using the following categories:

- # the number of people or activities or structures
- % the percentage of people or organizations compared to a total
- ✓ yes or no answer: does this occur or exist in your community
- “ indicates an opinion or perception gathered through interviews or a survey

## **Sources of Statistical Information**

Each community will have a variety of sources of information available to it for creating a community portrait. We have recommended certain data collection techniques that are particularly appropriate to the process we have designed. Further testing may enable us to expand this selection. You may also want to test out other approaches that seem easier and more appropriate in your community.

Information sources for factual and statistical information include:

- community studies and reports
- Statistics Canada
- provincial statistical agency
- city hall

- regional district
- other community organizations

The information from these sources will generally be presented in the form of a report. In some cases, the information you need might have to be extracted from larger reports that cover a range of subjects. In general, you will find that you have to use a range of reports and other sources to gather the information about each of the indicators.

## **Techniques for Collecting Perceptual Information**

All the following techniques can be used to involve and hear the views of a broad range of community representatives. Some of the key people from whom you need to collect information are described below. Regardless of the technique you use to collect perceptual information, gather the input and ideas from as many people as possible. This will increase the validity and representativeness of your final portrait.

### ***Who to Involve***

- economic development agencies and organizations including: Chambers of Commerce, economic development commissions and committees, Community Futures, sector based organizations linked to tourism or other growth sectors
- human resource service providers including: college, high school or school board, skills centres, job clubs, career centres, small business trainers
- government including: municipal, regional, provincial and federal that play a significant role in your community
- community service providers including: social service agencies, youth counselling services, womens resources, community living or others that work with people with disabilities, housing societies, etc.
- large and small business
- other significant sectors including: a predominant labour organization, environmental groups, youth, etc.

Perceptions are also influenced by culture, income, age, gender and length of time in the community, so you should consider the representation of these factors in selecting your interview or survey respondents as well.

During the development of this Manual, a variety of qualitative data collection methods were tested. Each is introduced below in a general fashion. More detailed suggestions and forms are found in the Workbook.

### ***Interviews***

Interviewing key respondents is the primary method tested to date for collecting data on community perceptions and attitudes. (See [Worksheet 4](#).) However, some people targeted for interviews can also provide access to local statistics relevant to certain indicators.

For example, an interview with the city manager will provide his/her views of the community. But this exchange may also provide an opportunity to gather factual data related to local celebrations, and complaints about litter and municipally-owned assets. As you set up interviews, think about some representation from staff, volunteers, and elected officials connected to the range of organizations and interests outlined earlier.

### ***Organizational Inventory***

We introduced five key functions necessary to strengthening a local economy on pages 1-8 and 1-9. [Worksheet 5](#) includes a table to help you identify and organize those organizations that are currently involved in addressing one or more of these service areas in your community. This is “Listing Your CED Organizations” and is related to Characteristic #10. You may also want to use this to guide you in identifying the organizations that should be interviewed or involved in this process in your community.

The table “Mapping Your Organizational Relationships” is also included in [Worksheet 5](#) and can be used either during interviews or as a survey form for organizations. The data collected here will help you to identify the range and nature of relationships between organizations in your community, which is an indicator under Characteristic #11.

### ***Town Hall Meetings***

This method of data collection will work best in communities that have established a fairly broad base of understanding and support for CED. If your community has recently completed a series of public meetings however, you may not be able to motivate people to attend yet another planning session. You will need to decide if this will work in your community or not. [Worksheet 6](#) includes suggestions for this type of meeting and forms to help you facilitate data collection in small groups. This method should be supplemented by collection of factual data and, depending on the attendance at the meeting, additional key respondent interviews. (This approach has not been field tested to date, yet but a very similar approach has been used successfully by the Heartland Center for Leadership Development in Rural Communities, a technical assistance group located in Nebraska.)

### ***Focus Groups***

Focus groups (see [Worksheet 7](#)) are a way of dealing with issues that can be better understood by listening to a group discussion between people. As the discussion progresses, the attitudes and perceptions of people in the group and the group as a whole become evident. Focus groups are less time consuming than individual interviews, but they do not elicit the same detail and depth of information from any one participant. This is one of the limitations of this method. In addition, you may find that group discussion is difficult to keep on topic, or focussed on your specific question. Other issues - no less important, perhaps - may dominate the discussion.

In the field testing we found that while there was value to the groups involved in the focus groups, it was challenging to keep discussion focussed solely on the resilience characteristics. One way to keep discussion on track is to use [Worksheet 6](#) as a way for individuals to focus their thinking prior to a group discussion. Then you can facilitate a discussion of one or two specific characteristics. When this method was used during field tests we found in many cases that the ratings (strength or weakness) from these small groups were very close to the ratings predominant in individual interviews. We were careful however to cluster the results from a good cross-section of different groups. The comments or ratings from any one of the focus groups (youth for example) have the potential to skew results significantly.

### ***Written Surveys***

We have provided both the Key Respondent Questionnaire ([Worksheet 4](#)) and Community Meeting Rating Table ([Worksheet 6](#)) in a format that could be used for either in-person sessions, or as a mailed survey. You will need to select the most effective method for your community. Mailed surveys have their advantages and disadvantages. The number of responses you get may depend on your relationship and credibility with the organizations on your mail list. Questionnaires can be run in the newspaper if you want a random, public response, or mailed to select groups. In either case, return rates are better if the issue or topic (in this case community resilience) has been previously introduced and understood. (Note: The field research to this point has not tested a mail-out questionnaire.)

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## **ANALYZING & UNDERSTANDING THE INFORMATION**

Once you have collected information for each of the indicators, it is time to describe your community in terms of each characteristic. This will start the process of assessing the overall level of your community's resilience.

### **Setting Up a Baseline**

Your portrait of community resilience will present a snapshot of resilience at a point in time. However, you could use the process of assessing resilience at different times over several years to create a series of portraits. Other things being equal, these may begin to show the progress that you have made in strengthening your community's resilience. Your initial portrait can thus become the baseline from which you can assess changes in community resilience and get some measure of the results of community action.

### **Rating Systems**

In order to make the information you have collected useful, it is important that you assess or rate the quality of the response. Rating allows you to understand whether a response is generally good or bad. By rating in this way, you can begin to see whether your community has scored high, medium, or low in any given characteristic of resilience.

#### ***Statistical Information***

This type of information lends itself to comparative rating. In the example of a portrait of a town that follows (see p. 1-30), you will see that certain statistics have been compared to B.C. provincial averages. Another type of comparison is to look at change over time. A statistic for the community in one year is compared to future years to get a sense of improvement or deterioration. This is the most powerful form of comparison because it helps communities understand their own progress towards becoming more or less resilient. However, it demands that you establish your baseline and then repeat the data collection at regular intervals.

To begin to identify patterns or trends in statistical information, whenever possible get data for more than one year or period of time. Population figures from the two most recent census periods, for example, will be more informative than data from only one period.

### ***Perceptual Information***

This Manual uses a numeric rating system. The rating approach for each perceptual indicator is described in **Worksheet 4**, the Key Respondent Questionnaire. The system requires that interviewees rate their responses on a scale of one to four. They are also given the option of saying “Don’t Know” or “Not Applicable.” The questions in the interview guide have been carefully worded to try to eliminate confusion or bias. Responses rated on this scale during field tests were shown to be valid.

The questionnaire also suggests that you ask respondents if they feel certain aspects of the community have improved or become worse *over time*. This begins to develop a sense of change or transition in your community. If the interviews are carried out annually, some strong comparisons can then be made as to whether perceptions are improving or worsening over a longer period of time and whether or not your actions have had the intended impact.

### **Linking Issues & Identifying Themes**

Characteristics within a given dimension, and across all of the dimensions, are linked together, and together they provide a clearer picture of this aspect of “community” than any one of them could do alone.

#### ***Example***

Attachment to the community, community pride, and levels of optimism may not be significant in isolation, but together, they can create a fairly reliable picture of a community attitude. Further links can be found between this cluster of characteristics and those related to public participation. For example, low levels of attachment, pride, and optimism will usually result in low public participation.

As you begin to look at the information you have collected for all of the characteristics, you will start to see themes emerging. This will normally happen through clustering of responses or by finding the linkages between certain characteristics. These themes will help to identify not only where you have specific areas of strength or weakness in one characteristic, but also where some characteristics relate to or reinforce each other.

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## **PRESENTING YOUR COMMUNITY PORTRAIT**

Once data has been collected and analyzed, it needs to be organized and presented in a form that can be readily understood and used for community priority setting. The power of the



portrait is in its clarity and the degree to which it presents information in an action-oriented and positive way.

**Worksheet 8** is a complete portrait based on presentation of the data and related analysis for each characteristic. The information you see was collected in a B.C. community using key informant interviews and statistical data collection. The community portrait is not presented as an example of optimal resilience. Rather, it is a way to show how data can be analyzed and presented. In the process, the results of the application of the model are also described. This shows how strengths and weaknesses can be clearly identified.

The portrait comprises two sections. The first is a summary of the main themes and issues that are identified in a community. The second is a detailed account of the data collected for each of the indicators, arranged according to characteristic.

## **Presenting Detailed Information**

The portrait itself is a presentation of all of the information collected for each indicator that is associated with each of the characteristics. For each characteristic, the data is presented in table form followed by an analysis of the implications of the data for the level of resilience in the community. The analysis will assess whether, given the variety of results for each indicator, the community has a relative strength or weakness within this characteristic of resilience.

To repeat, the portrait in **Worksheet 8** is not intended to reflect any particular level of resilience in a community, but to demonstrate how the information for each characteristic can be interpreted. On the left hand page, you will see a reproduction of one page of a completed community portrait (relating to a single characteristic of resilience), including detailed data. On the right hand page are notes about a definition of the characteristic, some analysis of the data and considerations that are important to this analysis.

You will want to review this portrait and the notes about it before you develop the portrait of resilience for your community.

## **Writing a Summary**

Once you have completed your portrait of resilience, you should write a summary. The portrait summary is critical because it identifies broad themes and relationships between characteristics both within a dimension and across dimensions. Since it is short and to the point, the summary is easier to read than the detailed data that forms the rest of the portrait. This ensures that people who do not have time for the detail can still access the information

in the portrait. It is important, however, to introduce the summary in a way that encourages the reader to look at the more comprehensive portrait and arrive at their own conclusions around the research findings.

The summary also provides information about how the data was collected, and from whom. Results are summarized under each dimension in order to begin to develop links between the characteristics in that dimension and some sense of themes. In addition to providing insight into how one characteristic might affect others, the summary of each dimension suggests potential strengths and weaknesses. The summary is an initial analysis of the data; it does not provide solutions or strategies for addressing the issues. Nor does it prioritize the issues - this takes place during the decision-making workshop.

### ***Example***

As you read the portrait summary that follows, you will see indications that one of the predominant issues for this community is the lack of connection between social service and economic development organizations in the community (Dimension 2). This is connected, in a broader sense, to the following: the perception that people are not as open to social development as they are to other forms of community development (Dimension 1); the levels of collaboration between organizations in general (Dimension 2); and the dissatisfaction with participation of youth, cultural groups, and marginalized people in community decision-making (Dimension 1). This theme or issue has an impact on the ability of the community to implement the projects in their CED Strategy (Dimension 4), which is also limited by the lack of staff resources to co-ordinate implementation.

These kinds of issues and connections - including a discussion of other factors that may be contributing to the issue - need to be further analyzed by community members during the decision-making workshop.

A summary of a community portrait of resilience follows. This summary is based on the complete portrait that is presented in [Worksheet 8](#).

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## **A SAMPLE COMMUNITY PORTRAIT SUMMARY**

The following summary is intended to illustrate how the detailed field test findings in the portrait of resilience can be readily presented in a very accessible format. The basis for these conclusions can be found by examining the detailed data provided. The information in the portrait was obtained through a variety of data collection methods over a period of about a week in the community, with subsequent follow up inquiries.

A summary is helpful, it is not intended to take the place of local analysis and decision making. Rather, the summary should act as a starting point for further discussion. The *entire* portrait should be reviewed by the steering committee members so they can arrive at their own conclusions as to the community's resilience strengths and weaknesses. It should also be made available for this purpose at the decision-making workshop, as the workshop design indicates.

## **Methodology**

Two primary methods of data collection were used to measure the indicators for each characteristic of resilience. The first method included gathering information about the community from a variety of sources, including the 1996 census, local organizations, town staff, and documents (e.g., the CED Strategy) that relate to recent community planning. The second method - key respondent interviews - involved meeting with both staff and volunteers from a range of groups and organizations within the community. In this community of approximately 5000 people, 15 residents were interviewed from organizations such as the municipality, social services, community economic development organizations, corporate employers, small business and educational institutions. In many cases, these individuals were connected with several organizations in the community either as staff or volunteers. All respondents were asked the same series of questions.

## **The Portrait Summary**

### ***Dimension 1: The People in the Community***

In terms of the attitudes and behaviours of residents, they exhibit very high levels of pride in, and overall attachment to their community. They also place high value on education, knowledge and learning. Volunteerism is high and many people have chosen to stay in the community in spite of a job loss. The attachment of youth to their community was perceived to be much lower than the general population, and given the higher than average proportion of the population under age 14 (25%), this could be an area of concern in the future.

Youth, marginalized people, and cultural groups were not perceived to be as involved in decision-making in the community as they should be. Most respondents thought that more proactive efforts should be made to involve these groups. This could be part of the reason for lower levels of youth attachment to the community.

This is a fairly self-reliant community, with strong inter-personal (or neighbourhood) mutual support norms. People in this community have a history of taking action to improve the local

quality of life; they have a “can do” attitude. However, there was some indication that mutual support did not extend into the community’s more formal organizational structures, and that support for local action to address social issues could be stronger.

This lack of support for social development was highlighted by responses to questions about the communities openness to new ideas. Generally, people are fairly open to alternatives and new ideas. Still, this openness may be limited to positive influences on each residents’ quality of life and may not extend to meeting the needs of others. Examples include the public outcry against social housing, the men’s shelter, and a service organization for the community’s poor.

Finally, the representativeness of the elected leadership is perceived to be less than satisfactory. Council is viewed as primarily representative of the business community. Most respondents indicated that council could be more proactive in leading the community to develop a vision and in sharing power with community members. It was noted by several that although this area required attention, it had improved slightly in the last few years. Although it was strongly felt that community meetings were well advertised and open, there were concerns about poor public participation and the extent to which public involvement has been successful in influencing community decisions.

### ***Dimension 2: Organizations in the Community***

Respondents were moderately satisfied with the level of services for CED planning, research and advocacy and for building human resources. The college has not received an increase in funding in the last ten years. Although both Community Futures and the Chamber (through the economic development committee) play a role in planning, research, and advocacy, it is not clear who leads or who provides which services. This confusion could be related to lack of communication, or to a need for stronger co-ordination in this area. Generally speaking, respondents thought that more staff resources (and funding) were required to support the volunteer efforts. There is little access to equity and some felt that access to higher risk credit was also weak within the community.

Working relationships between organizations are improving, but continue to be challenged by competition for limited funding. Social service and human resource development organizations meet regularly and the Chamber of Commerce and economic development committee are viewed as representing the business community. These two sectors of the community do not meet or collaborate to any great extent. Conflict is perceived to be poorly managed by over half the respondents.

### ***Dimension 3: Resources in the Community***

In this community, 36% of the work force is employed by either government or by the area's two largest mills, resulting in a substantial economic impact if either of these were to reduce operations. A fair number of people (exact figures not available) are self-employed or are employed by small businesses in the community. The number of recent business closures (one of which involved a long-time, family-owned business whose owner retired) suggests that this sector is struggling. This may be an area the community should address. The community does not have a strategy to assist businesses in trouble or provide succession planning assistance. Community Futures is the only organization working to increase local ownership through their lending and business development support services.

Openness to alternative forms of earning a living and economic activity are relatively high. For example, the community has a high number of seasonal workers who hold down more than one job over a year and a high level of home-based self-employed people. This bodes well for the community's ability to select a wide range of strategies (both individual and collective) in order to strengthen local equity, control resources, and create employment.

The town's purchase of the airport is viewed as a potential for further development and diversification. In contrast, the town-owned subdivision is viewed as a "white elephant." There is some sense that investments do not necessarily reflect the local priorities or opportunities which have been researched and analyzed in the CED plan. Respondents also indicated that information about and access to external resources (financial and human) needed to be improved in order to address local gaps and accomplish some of the projects in the plan.

### ***Dimension 4: Community Process***

The CED plan for the community is less than a year old. The plan reflects most aspects of best practices in planning, but is organized around projects rather than goals and objectives. The vision is a long list of community values - some of which are contradictory - and should be clarified.

The plan includes several specific projects related to low-income people in the community, but most respondents perceive that the integration of social and economic issues in the plan could be strengthened. Half the respondents believed that the link between social and economic organizations also needs to be stronger and that strategies are needed to increase job opportunities for the unemployed.

There seems to be regular, on-going action related to the implementation of the CED plan. However comments were again raised that this action was not co-ordinated effectively and

more could be done with additional staff resources. The public was adequately involved in the development of the plan and is involved on a variety of committees that are implementing the plan. Further efforts to link the town and social service organizations to implementation of the plan would ensure that more organizations integrate it into their own planning process.

The plan has not been evaluated to date.



## *Step 3: Decision-Making: Setting Community Priorities*

**R**ural communities are dealing with a large number of issues. When faced with the issues that have emerged from your portrait of resilience, it may be difficult to know where to begin, or what will have the greatest impact. The identified issues may add to an already long list of things that require attention within your community. In light of this new information about your community, you may choose to do nothing, to panic, or to use the information to develop and/or enhance your local strategic priorities.

Step 3 helps you do the latter. This step provides a framework for examining resilience issues in the context of other community issues and goals, and for setting priorities that are meaningful, comprehensive, and most productive in terms of local resilience.

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### **BEFORE YOU BEGIN**

The decisions you make as a result of your community portrait will hopefully act as a guide for community action and allocation of resources. For this reason, it is important that the process you use to make decisions involves community members, builds consensus, and generates commitment. Step 3 suggests ways in which you can do this.

#### **What are You Trying to Decide?**

In most cases, communities will have done some of the analysis of their portrait as it was developed and will have a sense of the themes or issues that are emerging. You now need to further examine those issues in order to determine the most effective thing you can do to strengthen resilience in your community. Remember that you are determining your goal, as opposed to the specific actions that will accomplish it. Although implementation is a factor in decision-making, you should not worry too much about the specific details of “how” at this point.

## **Who Needs to be Involved & Why?**

If you have come this far in the process, your community will likely have an organization or group who have taken on the assessment of resilience. Either this group collectively, or an individual associated with it, has developed your portrait of resilience based on the data collected. The Decision-Making workshop is an opportunity to involve a broader group of people in reviewing and analyzing the significance of the data. This group will need to work through their own analysis of the portrait in order to take ownership for the decisions that are made. Regardless of the size or scope of your original group, you will need to consider who else should be involved in order to arrive at priorities that are both informed and representative of the broader community. Participation in decision-making will be determined by the nature of your community and the specific issues that have emerged from your portrait.

We earlier presented a number of considerations regarding the people to involve in the collection of perceptual data (see page 1-24). The same considerations hold true for decision-making. In addition, you may want some very specific expertise or representation at the table in order to provide additional information to the group. Generally speaking, the more your participation includes those responsible for implementation, and those affected by the issues, the more likely you are to find support for the eventual action you will take.

## **How Should They Be Involved?**

You know your community best. There are many ways of involving, informing and consulting people and organizations in order to include them in this process in some way.

### ***Example***

- You may decide that several different decision-making workshops with different groups will work best in your community.
- You may want to keep some groups informed, even though they will not participate in the actual decision-making. How will you do this and when?
- You may want a very large, public workshop and require several facilitators and/or a longer period of time to complete the process.

If an issue has come out of the portrait that requires some specific background expertise, you can access that information before the workshop or invite participation. Think about additional information/reports that you may want to have handy at the workshop.



In most communities, it will be important to have some participation (and buy-in) from elected officials and key organizations involved in economic development.

## What If You Can't Decide?

In the field testing for this Manual, most communities arrived at a clear consensus on a set of priority issues and identified the most significant of these issues by the end of a 1-day workshop. If this does not apply in your case, however, you may need to think about addressing more than one priority or (if this is not feasible for your community) how you will move beyond potential blocks. You may need to consult more broadly within the community, gather more information, or create additional criteria to help screen your initial list of issues still further. All of these methods are more strategic than and preferable to a voting process.

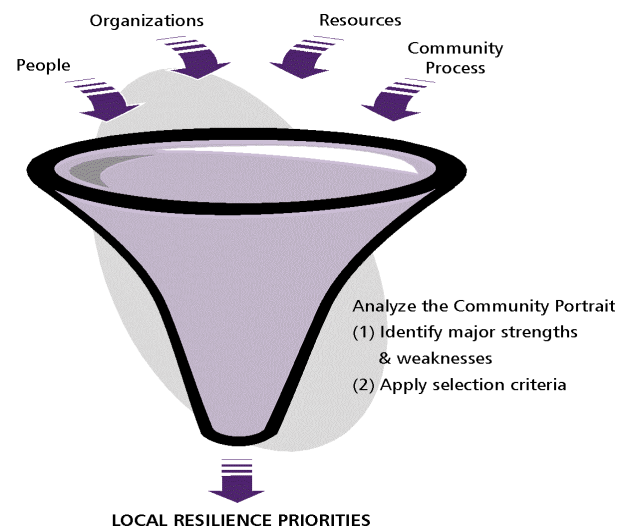
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## A FRAMEWORK FOR DECISION-MAKING

The framework for decision-making is much like a funnel. Large amounts of information are fed in at the top and screened in order to arrive at the (one) priority for most effective community action at this time. With each level of screening, emphasis moves from individual to collective priorities and from a large number of priorities to fewer.

To commence, individuals (or small groups, if participation is very high) rank the strengths and weaknesses found in the portrait. The weaknesses which people identify are then considered in light of their relationship to each other, to other resilience characteristics, and to other local issues. As a result of this discussion, you will be able to create a list of important resilience issues in your community.

This list will not likely include more than seven issues. These priority issues are then screened again by rating them against the selection criteria. In the end, you will have one or two priorities specific to strengthening your community resilience.



## **Applying the Criteria**

The criteria for the decision-making workshop have been selected because they help people to think about additional factors that might influence a priority issue: for example, their unique community history, other community issues, and the practicality of taking action at this time.

The criteria used for a final screen of resilience priorities are:

- change over time
- linkages with other characteristics and with other local issues
- practicality - readiness of the community to act and consequences of not

The group should discuss these criteria and ensure a common understanding of them prior to working through this step. A discussion of the limitations and utility of each criterion follows.

### ***Change Over Time***

The rating (new or old issue) of this criterion is not as important as the discussion about the pattern of this issue in your community. This criterion is intended to encourage groups to discuss local trends and norms. It could be that an issue that has existed for decades has undermined resilience substantially or that it has not. Likewise, a fairly recent issue may indicate a downward trend that should be addressed immediately, or not. In other words, it is important to come back to this criterion and reflect on it in the context of the ratings applied to the other criteria that follow.

### ***Linkages***

Generally, the greater the number of resilience characteristics and other local issues that a given priority is related to, the greater the significance of the priority and the potential impact to be derived from addressing it. The nature of the cause and effect relationship between a priority and other issues however is a key to understanding where your community can have the greatest impact at this time. If several priorities are rated as having high linkages it will be important to further examine the nature of those relationships in order to arrive at the most significant priority for your community.

For example, a community determined that “openness to alternatives” (#15) and “strong belief in education” (#9) were priority weaknesses. One of the underlying issues related to both priorities was a concern for very low literacy rates in the community. It was determined that if literacy were strengthened, it would in turn strengthen both of these resilience characteristics. Literacy became the priority for this group.

### ***Practicality***

In order to assess the readiness of the community to act, groups must first determine who needs to be ready to act. Does this priority require broad community support and participation, or can it be addressed by one or more organizations alone? Rate the readiness to act with some awareness of those who will have to act.

An examination of the consequences of not acting needs to consider the linkages with other characteristics and issues for the community. Determining the negative consequences can be fairly subjective, so it is important to consider all the possible consequences, and then determine the degree of risk to the community should these consequences come true.

### ***Using Additional Criteria***

If you do select or design additional criteria for weighting the importance of issues, you should develop rating systems similar to those used in [Worksheet 9](#).

For example, organizational capacity to undertake action around a priority might be a local concern. You might add a criterion under practicality such as “organizational capacity to undertake action around this priority.” You would then determine what factors would qualify as a high, medium, or low rating. (e.g., “organization exists and has the resources and skills to organize this work” might qualify as a high rating, whereas “no organization exists with a mandate to lead this work” might qualify as a low rating.)

## **The Final Analysis**

Once individuals or small groups have rated each of the priorities using the criteria provided, it will be important to review the final scores. Often people will rate things differently due to different interpretations or assumptions and when these are clarified a consensus is usually apparent. Make sure ratings are presented back to the whole group with a rationale.

At this final stage in the process, you may also want to refer to your local economic development strategy (if one exists) in order to further clarify the relationship between your community resilience priorities and your economic development goals. Depending on the people involved in this workshop, you may or may not have developed this relationship as a result of group discussions. Strong cause and effect links here may help you view your resilience priorities differently and integrate them into an existing plan.

The overriding goal in decision-making is to select one priority that will have the greatest impact on your community resilience and that has a high chance of being accomplished. We focus on one, final priority as a way of recognizing that communities are undertaking many

different initiatives and may not have the capacity to take on substantial, additional work. This does not mean that you should not undertake a more complex plan that addresses more than one of your priorities. It is also not intended to prevent you from tackling long term, complex issues, but only to ensure that you believe the capacity to do so exists, or can be developed, in your community. In most cases, with the right people around the table, your group will have a good sense of local capacity and the relationship between your resilience priorities and other local goals.

This assessment of resources and local capacity requires that groups begin to make hunches about the “how.” It is important however, not to get bogged down in debating detailed approaches or solutions - action planning is the next step. Reinforce that this is a fluid process, and that as you begin to develop a plan to address your priority there will be opportunities to further refine your specific goal(s) as well.

## **The Decision-Making Workshop**

**Worksheet 9** includes a proposed workshop agenda and some other guides and forms that may be helpful in conducting your own decision-making workshop. You will see that within the agenda, there are options for communities to consider depending on the nature, scope and length of this workshop in your community. You will need to adapt the process to meet your needs. Given our field tests with this workshop, we offer the following suggestions for all sessions.

You will need a facilitator for this workshop who can focus on group process and on accomplishing the desired outcome. The facilitator should have some prior understanding of CED.

The workshop is designed as a full day session. You may instead choose to complete this over two evenings or half days. You will not likely be able to work through the process in less than six hours.

You should consider the background and previous participation of workshop participants in this project and other CED initiatives. To ensure that participants share an adequate understanding before you begin, you may need to enhance the background portion of the agenda or to add an introduction to CED principles and functions.

Participants should have at least the summary of your portrait well ahead of the workshop. In some communities you may want to distribute the complete portrait. Such a detailed document may be overwhelming for some, but others will want to read and digest it in order to make informed decisions.



## *Step 4: Planning*

**T**his, the final step in the resilience process, involves the development of a plan to strengthen the priority selected in the decision-making workshop. Step 4 is potentially the most complicated in the resilience process and will look very different in each community. As you read these pages you will see that we are not as prescriptive in this step as we have been in earlier ones. We could not present options for every every possible situation, however. Your community may need to create a process that is quite different.

We have used a community planning workshop as the foundation for bringing people together to think through the implementation options. Your community may choose another approach. For example, you might delegate responsibility for the research and design of a draft plan to a small working group chosen in the course of the decision-making workshop. Perhaps you would then have one larger meeting to review the draft. This does not allow for the same learning and common understanding to be established across a broad base of local stakeholders and may reduce the commitment to implementation. Nevertheless, this approach could be very appropriate in some communities.

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### **COMPONENTS OF A PLAN**

A plan needs to be customized to address the needs related to your specific priority. In some cases, a plan may be based on an actual feasibility study or a needs assessment, while in other cases the plan can merely outline the rationale and process for doing those things. In the latter case, your plan will provide a road map only for some initial steps and outcomes you expect from strengthening your resilience priority. It is also important to note that, unlike the decision-making process (which was largely completed in one workshop), the implementation process requires additional activities prior to and following the workshop: research, documentation, and perhaps even pre-workshop meetings.

Most implementation plans will include the following components:

1. Who is leading this process, who else is involved and why.
2. A statement of goal.
3. A rationale for the goal that is founded in local strengths, weaknesses and best practice knowledge.

4. The outcomes your community desires from this action, and when the community expects to see them (e.g., one and three years from now, or two years and five years, etc.)
5. A summary of best practice approaches and principles that others have used successfully to accomplish this goal and some analysis of which approaches might work best in your community.
6. You may need to conduct specific feasibility or needs assessment work related to getting more information about your priority issues. This work can be completed prior to the planning workshop - which will move you further along the process - or it can be named as a task in your action plan. Do not forge ahead and frame a goal if you really need more information. In this case your action plan should focus on the next steps required to get the information you need.
7. An operational plan with a timeline, budgets, etc.

You can see that item #1 is a product of the decision-making workshop, and that items #5 and #6 will likely need to be completed in advance of the planning workshop. The other components of the plan can usually be developed (at least as draft material) during the planning workshop itself.

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## **BEFORE YOU BEGIN**

At the end of the decision-making workshop your group looked at the next steps required to take action related to addressing your priority. You should have discussed such things as who needs to be involved, what additional information you need, etc. This information - linked to the priority that has been selected - is your starting point for the implementation process. It is assumed here that you have identified a group or individuals to take on different tasks related to planning and organizing this process.

### **Who Should Be Involved?**

It could be that you will have identified several or many new participants (organizations, businesses, politicians or other individuals) who are not involved in the decision-making workshop, but do need to be part of the implementation process. These people must be invited to the workshop. More important, they must be informed well in advance of the nature of the priority, what it will do for the community, and the role they could play in moving this forward in your community.

Take for example the sample community cited earlier (p. 1-31), which selected a literacy program as a priority. It was very unlikely that all the labour market providers and social service agencies were present at the decision-making workshop, although all of them obviously would have a role to play in developing the literacy program. So delegates from the working committee need to meet with these groups well in advance of the planning workshop. It may also be that the nature of your priority requires only one or two additional people to be involved - or none.

Think about the following when you review participants for the planning workshop:

- Who will have to implement this?
- Who has decision-making authority related to this?
- Who else has a stake in this issue?
- Who has information or resources that will be helpful in accomplishing this?

## **Establishing a Best Practice Context**

Although you may not have a clear goal at the end of the decision-making workshop, you will have a priority issue that the community needs to address. This issue will be linked to specific resilience characteristics and to other local issues. With this information you can begin exploring how other communities have addressed this issue, and what has worked - or not worked - for them. This record of effective action is what we call *best practice*. By familiarizing ourselves with best practices, we avoid “reinventing the wheel.” Instead, we learn from what others have done, and adapt or enhance proven approaches to meet our own unique local needs.

Prior to the workshop, all participants should receive a package of information about best practices relevant to your priority issue. The information should provide a general sense of the principles, the theory, and the specific approaches that others have used successfully. We recommend the following sources of information:

- *Tools & Techniques for Community Recovery & Renewal* (the companion to the *Community Resilience Manual*, available on-line at [www.cedworks.com](http://www.cedworks.com)).
- The Customized Document Service of the Centre for Community Enterprise (CCE). For a small charge, the CCE can search out and supply articles from past editions of *Making Waves* that relate to specific topics and issues. (See the “Customized Document Service” section at [www.cedworks.com](http://www.cedworks.com).)
- Depending on the nature of your issue, you should check your local library, college library, or government resource centres (e.g., HRDC, provincial rural development ministries, Community Futures, etc.)

## Information about the Issue in Your Community

The decision-making workshop culminates in an important question: What else do we need to know in order to develop an appropriate approach to this issue in our community? The answer to this question will vary widely depending on the community, the workshop participants, and the nature of the priority or issue.

For example, the community with the literacy priority might want to meet with all local organizations concerned with this issue in advance of the planning workshop in order to assemble background information and gain their support. Such a meeting could also serve as an opportunity to survey these stakeholders' client base, perceived needs, existing services, etc. The participants could even decide that they need to conduct a more formal community needs assessment prior to the planning workshop.

In the case of a community with a priority to create a CED strategy, it is more likely that the necessary organizations have already participated in the decision-making workshop and can bring a great deal of local knowledge to the planning workshop. In these circumstances, it may even be possible to design a complete action plan at the planning workshop without a great deal of preliminary research.

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## THE PLANNING WORKSHOP

A sample agenda for this workshop is provided in [Worksheet 10](#) along with several resources that can guide participants through a series of questions related to the priority they have identified. The planning workshop is designed to be completed in about seven hours, given about 20 participants. If you expect more or less than 20 to attend, make allowances accordingly.

It is helpful if the facilitator for this workshop can develop the following materials as overheads or flipcharts:

- A draft statement of goal(s) that reflect the discussion of the priority issue from the decision-making workshop.
- A review of the resilience characteristics and other issues relating to the goal(s) from the decision-making workshop (both strengths and weaknesses). This leads into the rationale for the goal - why is this the most important thing for us to focus on at this time to strengthen our community?



- A summary of the best practice resources - who have been singularly successful in addressing this issue? What principles and approaches did they apply to it?
- Depending on the issue and the group you may also want to draft strategic options for the participants to consider - what are some methods that we could use to accomplish the goal?

Participants should review and discuss all the above material to ensure a common understanding prior to completing on the worksheets. The facilitator should add additional items, options, etc. that the group generates at this time.



# **SECTION 2**

# **THE WORKBOOK**

*to the* **COMMUNITY RESILIENCE** *Manual*

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## *Worksheet 1: Resilience Characteristics & Indicators*

Worksheet 1 is a table identifying indicators which can be used for each of the 23 characteristics in the Community Resilience Model. There are a variety of types of indicators. Use the following guide to identify which is which.

# A simple number or statistic

% A calculated figure like a percentage or ratio

✓ A simple yes or no response

“” An opinion or perception

### **Guide to Data Collection**

You can use a variety of methods to collect information for your Portrait of Resilience. Select those methods that will work best in your community.

### ***Statistics, Reports, & Questionnaires***

Use these sources to gather information related to numbers, statistics, percentages and whether or not something exists in your community. Quite often people in an organization undertaking this work will have their own innate knowledge of these aspects within the community, or know who else does. Phone calls to those other sources are often more expedient than questionnaires. You will see that some of the statistical data can be obtained from individuals you may also wish to interview and it may be easiest to collect it during the interview.

### ***Interviews***

This is the preferred method for collecting all the perceptual information, but you may also chose to mail out a questionnaire to gather this information. A questionnaire is included in the manual and can be used for either in person interviews or as a mail out questionnaire. Respondents to interviews are asked to rate their responses according to the two scales following.

### ***Key to Rating System***

1 = Yes: completely satisfactory

2 = Yes but not completely satisfactory

3 = Somewhat but needs attention to be satisfactory

4 = Not at all: not satisfactory

DK = Don't know

## DIMENSION 1: PEOPLE IN THE COMMUNITY

Characteristics of Resilience	Indicators	Indicator Type	Rating System	Data Collection Methods
1. Leadership, both the formal elected and informal organizational, is diversified and representative of the age, gender and cultural composition of the community.	a. Breakdown of formal and informal leaders by gender, age and culture compared to representation in the community as a whole	%		Stats/Quest.
	b. Degree to which people perceive formal and informal leadership to be diversified and representative of the population	" "	1-4, DK	Interview
	c. Degree to which people perceive that the community has been successful at involving youth, women, marginalized groups and ethnic groups in decision-making	" "	1-4, DK	Interview
2. Community elected leadership is visionary, shares power and builds consensus.	Degree to which people perceive that the formal, elected leadership:			
	a. guides the community in the crafting and use of a clear vision	" "	1-4, DK	Interview
	b. shares decision-making and executive power with community members	" "	1-4, DK	Interview
3. Community members are involved in significant community decisions.	c. works to find consensus on issues that affect the community	" "	1-4, DK	Interview
	a. Meetings are advertised, open to the public and well attended	" "	1-4, DK	Interview
	b. Public input into decisions has been pro-actively encouraged and solicited	" "	1-4, DK	Interview
4. The community feels a sense of pride.	c. Degree to which people perceive that public input has influenced major decisions in the community	" "	1-4, DK	Interview
	a. Degree to which people describe feelings of pride in their community	" "	1 - 4	Interview
	b. Number of local celebrations/festivals in the last year	#		
5. People feel optimistic about the future of the community.	c. Number of community beautification initiatives in the last year	#		
	d. Number of complaints to Town re: litter, poorly kept yards etc.	#		
	Relative level of optimism expressed by community people	" "	1 - 4	Interview
6. There is a spirit of mutual assistance & co-operation in the community.	Degree to which people perceive that mutual assistance & co-operation exist in the community	" "	1-4, DK scenarios	Interview

**DIMENSION 1: PEOPLE IN THE COMMUNITY (CONT'D)**

Characteristics of Resilience	Indicators	Indicator Type	Rating System	Data Collection Methods
7. People feel a sense of attachment to their community.	a. In/Out migration from census data	#	1-4, DK	Stats/Quest.
	b. Degree to which people perceive there to be a sense of attachment to community	" "		Interview
	c. Degree to which people perceive that seniors are attached to the community (relative to attachment of population in general)	" "	1-4, DK	Interview
	d. Degree to which people perceive that youth are attached to the community (relative to attachment of population in general)	" "	1-4, DK	Interview
8. The community is self-reliant and looks to itself and its own resources to address major issues.	a. Degree to which people perceive that there is openness to new ideas	" "	1-4,DK	Interview
	b. Degree to which people in the community believe they can influence their future	" "	1-4, DK	Interview
9. There is a strong belief in, & support for, education at all levels.	a. Percentage of population by education level	%		Stats/Quest.
	b. High school drop out rate	%		Stats/Quest.
	c. Number of adults registered in all continuing or adult education courses in the last year, per capita	%		Stats/Quest.
	d. Number of new skills training programs developed in response to a local need in the last year	#		Stats/Quest.
	e. High school provincial scholarship rate	%		Stats/Quest.

**DIMENSION 2: ORGANIZATIONS IN THE COMMUNITY**

Characteristics of Resilience	Indicators	Indicator Type	Rating System	Data Collection Methods
10. There is a variety of CED organizations in the community such that the 5 key CED functions are well-served: <ul style="list-style-type: none"> <li>▪ Access To Equity</li> <li>▪ Access to Credit</li> <li>▪ Human Resource Development</li> <li>▪ Planning/Research/Advocacy</li> <li>▪ Infrastructure</li> </ul>	a. Number of organizations in each CED function area (listed on table provided) b. Degree to which people perceive that they are well served, in all areas, by CED organizations	# (Table)	1-4, DK	Stats/Quest. Interview
11. Organizations in the community have developed partnerships & collaborative working relationships.	a. Number and quality of relationships (as noted on organizational map) b. Degree to which people perceive that there are good working relationships between organizations c. Degree to which people perceive that conflict between organizations is well managed	# (Map)	1-4, DK	Stats/Quest. Interview Interview

### DIMENSION 3: RESOURCES IN THE COMMUNITY

Characteristics of Resilience	Indicators	Indicator Type	Rating System	Data Collection Methods
12. Employment in the community is diversified beyond a single, large employer.	Percentage of total working population employed in top 5 private sector employer companies	%		Stats/Quest.
13. Major employers in the community are locally owned.	Percentage of top 5 private sector employers that are locally owned	%		Stats/Quest.
14. The community has a strategy for increasing independent, local ownership.	a. The Municipality, Regional District and/or CED/Economic Development Organizations include local ownership as a goal in their Plan	✓		Stats/Quest.
	b. There is a community strategy to assist with local business succession planning	✓		Stats/Quest.
	c. The community has a strategy to identify & assist businesses in danger of closing	✓		Stats/Quest.
15. There is openness to alternative ways of earning a living & economic activity.	a. The community owns a major asset for the economic and social benefit of the community, e.g., a community-owned forest license	✓		Stats/Quest.
	b. Degree to which people perceive an openness to alternative forms of earning a living	" "	1-4, DK scenario	Interview
	c. Degree to which people perceive that the community is open to alternative forms of economic diversification	" "	1-4, DK scenario	
16. The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address identified areas of weakness.	Degree to which people perceive that outside resources have been accessed in order to address gaps or achieve goals	" "	1 – 4, DK	Interview
17. The community is aware of its competitive position in the broader economy.	a. The community has a buy local campaign	✓		Stats/Quest.
	b. The amount of economic leakage out of the community has been identified and analyzed	✓		Stats/Quest.
	c. Niche markets (in which unique opportunities exist) have been identified in the community that take advantage of community strengths	✓		Stats/Quest.



**Dimension 4: Community Process**

Characteristics of Resilience	Indicators	Indicator Type	Rating System	Data Collection Methods
18. The community has a Community Economic Development (CED) Plan that guides its development.	a. A community wide economic development plan exists	✓		Stats/Quest.
	b. The CED plan reflects all aspects of good planning practice: (community vision, mission, community values, SWOT analysis, goals & objectives, operational/action plan, evaluation measures/implementation plan, is inclusive of all aspects of the community)	✓		Review Plan
19. Citizens are involved in the creation and implementation of the community vision and goals.	a. Number of participants attending community visioning meetings	#		Stats/Quest.
	b. Number of mechanisms for public input into community vision or goals	#		Stats/Quest.
	c. Number of volunteers who participate in groups/committees/etc. that are implementing initiatives in the CED plan	#		Stats/Quest.
	d. Degree to which people perceive that the public was involved in the creation and implementation of a community vision and goals	" "	1-4, DK	Interview
20. There is on-going action toward achieving the goals in the CED plan.	a. Number of initiatives from the CED plan that have been acted on in the last year	#		Stats/Quest.
	b. Degree to which there is a perception in the community that the plan is being realized	" "	1-4, DK	Interview
21. There is regular evaluation of progress against the communities strategic goals.	Evaluation of accomplishments against the goals has been conducted in the last year	✓		Stats/Quest.
22. Organizations use the CED plan to guide their actions.	a. Percentage of organizations who work from the CED plan and integrate it into their own planning process	%		Stats/Quest.
	b. Degree to which organizations are perceived to be working toward achieving the goals in the CED plan	" "	1-4, DK	Interview
23. The community adopts a development approach that encompasses all segments of the population.	a. The degree to which people perceive that the CED plan addresses the needs of marginalized people in the community	" "	1-4, DK	Interview
	b. Number of organizations/groups in the community that address the economic interests of low income people	#		Stats/Quest.
	c. The degree to which people perceive that there is an on-going, structured dialogue between economic development and social service agencies	" "	1-4, DK	Interview



## *Worksheet 2: Introduction to Community Resilience*

### **Sample Invitation Letter**

Dear <Name>:

As you know, our community is not alone in facing the ups and downs of global markets and resource-based industry. In addition, communities are facing technological and environmental pressures and the devolution of provincial and federal responsibilities to municipal government. These pressures are evident such rural issues as high unemployment and the youth exodus.

Why is it that some communities successfully adapt and prosper while others barely survive or merely cope with these pressures?

Research from across North America suggests that those communities that have been successful have certain attributes in common. These attributes exist in every community to varying degrees and they can be strengthened. In other words, rural communities can increase their ability to respond to change - to become more effective in determining their own future.

We call this collection of successful attributes “Resilience.” How Resilient is our community? What makes you think that? Would you like to know more about how we can strengthen our resilience - our ability to act? Would you or your organization like to participate in guiding a local Resilience Project over the next few months? You are invited to find out more about the Resilience Project on:

Date

Time

Place

RSVP & more information

We need your input to decide if this is the best tool for our community at this time. If we think it is we will also want to discuss the formation of a Steering Committee to guide the project.

Sincerely,



## **OVERHEAD PRESENTATION - SUMMARY**

- **What is Resilience & Why is it Important?**
- **5 Key Functions of a Local Economy**
- **Relationship to Local Economic Development**
- **Resilience Characteristics**
- **The Resilience Process in your Community**
- **Local Benefits & Outcomes**
- **Role of the Steering Committee**



## **WHY IS RESILIENCE IMPORTANT?**

**Too many communities that are facing a declining resource base have no plan of response, or face barriers in implementing their plans.**

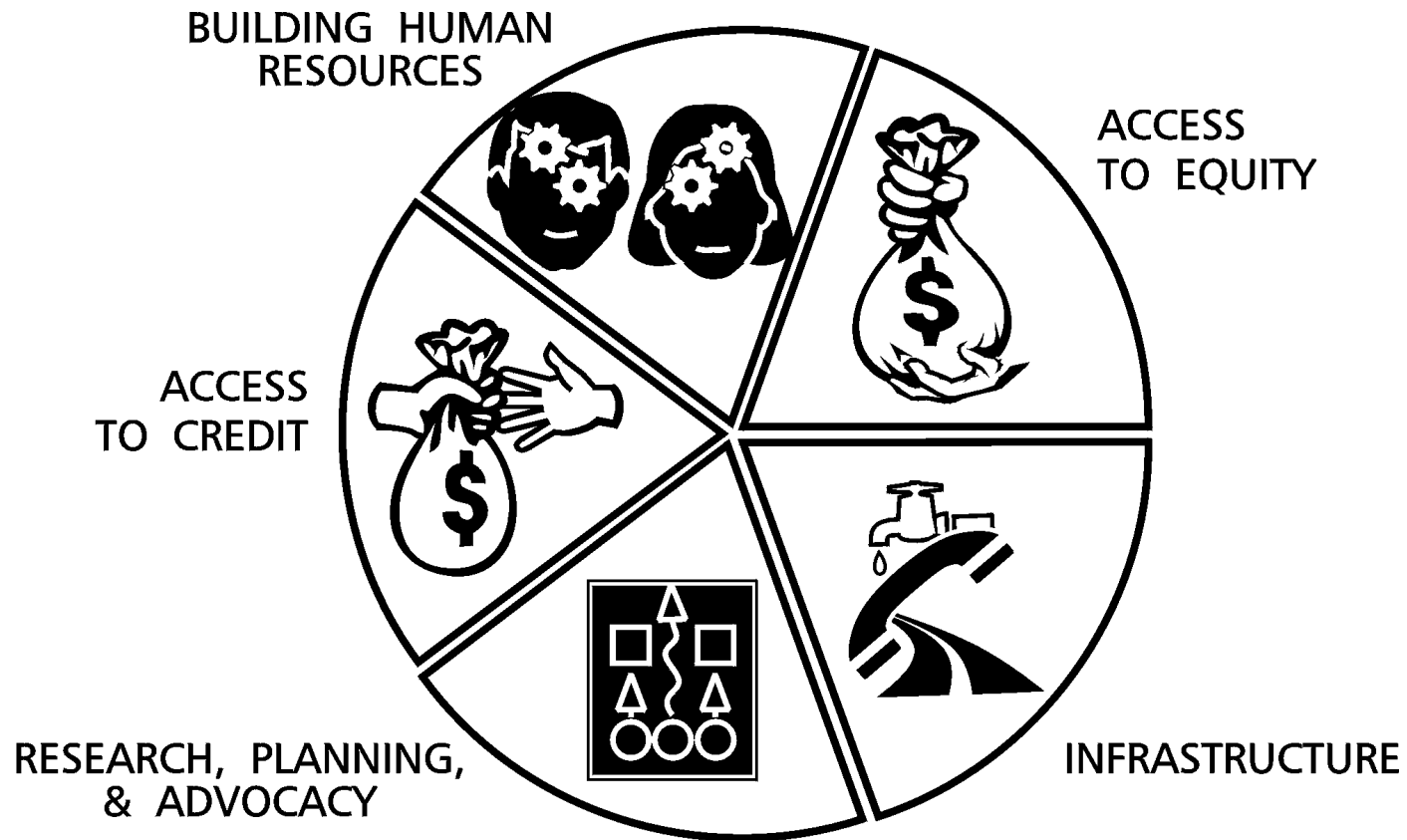
**The heart of “resilience” is ability to act - creating the plan is actually less than half the battle.**

**Studies of those communities that HAVE successfully taken action in a comprehensive, long-term way show us that they have a variety of characteristics in common.**

**These characteristics exist to some degree in your community, they change over time & can be strengthened.**



## 5 KEY FUNCTIONS OF A LOCAL ECONOMY





## **WHAT IS RESILIENCE?**

**The ability to take *intentional action* to *enhance* the personal and collective *capacity* of its citizens and institutions *to respond to, and influence* the course of social and economic *change*.**



## **CHARACTERISTICS OF RESILIENT COMMUNITIES**

- **Successful communities share characteristics related to the attitudes and behaviour of local citizens.**
- **Successful communities share characteristics related to awareness and use of both local and outside resources.**
- **Successful communities work to develop a range of organizations and groups that address local needs collaboratively.**
- **Successful communities involve all segments of their population in ongoing planning, implementation & evaluation.**



## **STRENGTHENING YOUR LOCAL RESILIENCE**

- **Step One: Community Steering Committee, identify outcomes & the design of a process to meet your needs**
- **Step Two: Information collection & documentation in a Portrait of Resilience**
- **Step Three: Decision-Making Workshop uses broad community participation to analyze & prioritize local issues**
- **Step Four: Planning Workshop develops a short term action plan to strengthen the selected priority(s)**
- **Follow-up assistance for community implementation negotiated**





## **HOW WILL THIS HELP YOUR COMMUNITY?**

**As a first step in the process of developing a comprehensive economic plan for your area this will:**

- **increase local understanding of how your economy works & what it takes to strengthen it.**
- **begin to create relationships & common vision between social & economic sectors for an integrated approach to development.**
- **identify those attributes that have prevented your success in the past & develop approaches to address them.**
- **increase local use of decision-making criteria that ensures resources are invested for the greatest strategic return.**



## **HOW WILL THIS HELP YOUR COMMUNITY?**

### **Benefits identified by others:**

- **The questions in the interviews promote new ways of thinking about community.**
- **“Resilience” or ability to take action seems to be a more meaningful context or starting point for citizens than “economic development” has been.**
- **The Portrait raises the significance of long standing issues through examination of the cause/effect relationship to community survival & success.**
- **The Portrait identifies new issues that have not been openly acknowledged.**
- **The Portrait provides a baseline for future evaluation of progress & change.**



## **LOCAL STEERING COMMITTEE**

- **Should be representative of local demographics & sectors.**
- **Provide direction related to scope, outcomes & process.**
- **Identify local resources, reports, & political issues.**
- **Participate & encourage others to participate in both workshops.**
- **Ad Hoc for the period of the project - may or may not play a role in implementation.**



## Worksheet 3: Statistical Data Collection Table

The questions included in this table are those that can be completed by reviewing existing statistics, reading community generated reports or by discussing issues with people within the community. Most information will be available from the following sources and some items may be easiest to collect during interviews with these organizations:

- municipal offices
- regional district
- social, CED or economic development agencies
- federal and provincial governments
- observation within your community

Highlighted items may be easiest to collect in key respondent interviews if you are using this data collection method

### WORKSHEET 3: STATISTICAL DATA COLLECTION TABLE

Indicators	Data Sources	Results
Characteristic 1. a. (elected) % breakdown of elected leaders by age, gender, ethnic origin compared to population figures a. (non-elected) % breakdown of organizational Boards or Committees (as above) from key organizations: Chamber of Commerce, Economic Development Board or Committee, other lead groups to be determined by community	<ul style="list-style-type: none"> <li>▪ census data on age, population, ethnic composition from the last two census periods</li> <li>▪ list of leadership from city/region/school brd. staff: match characteristics to population</li> <li>▪ as above</li> </ul>	
Characteristic 4. b. Number of local celebrations/festivals in the last year c. Number of community beautification initiatives in the last year d. Number of complaints to Town re: litter, poorly kept yards etc.	10/ year ad hoc - usually driven by service clubs average 75/year	
Characteristic 7. a. # in/out migration over time	<ul style="list-style-type: none"> <li>▪ Statistics Canada, census data for last two census periods</li> </ul>	

Indicators	Data Sources	Results
Characteristic 9. a. % population education figures b. # adults in all continuing or adult education courses in the last year, per capita c. # of new training programs developed in response to a local need in last year d. high school drop out rate e. high school, provincial scholarship rate	<ul style="list-style-type: none"> <li>▪ Statistics Canada will have population ed. levels</li> <li>▪ calls to all education providers, your local Parks &amp; Recreation, etc.</li> <li>▪ IF college &amp; other training organizations are on the key respondent list, interviews can provide this data - if not - phone</li> <li>▪ high school principals report this data</li> </ul>	
Characteristic 10. a. # of organizations in each of the 5 function areas of CED: Planning/Research/Advocacy, Human Resource Development, Availability of Business Credit, Availability of Business Equity, Infrastructure.	<ul style="list-style-type: none"> <li>▪ a table of the CED function areas and services is provided; complete this table in advance or ask for information about services provided by each organization during interviews</li> </ul>	
Characteristic 11. a. # and quality of relationships	<ul style="list-style-type: none"> <li>▪ a blank table "Mapping Your Organizational Relationships" is provided in Tool 4; ask each organization to list other organizations they work with and to identify the nature of their current relationship; this information is then compiled on a Summary table</li> </ul>	
Characteristics 12 & 13 <ul style="list-style-type: none"> <li>▪ % of working population employed by top 5 private sector employers</li> <li>▪ % of top 5 that are locally owned</li> </ul>	<ul style="list-style-type: none"> <li>▪ labour force numbers from stats can. data</li> <li>▪ call employers for FTE's or bodies - which ever figure they have available</li> <li>▪ calculate the total % of the workforce for both the top 5 employers and any locally owned from that list</li> </ul>	

Indicators	Data Sources	Results
Characteristic 14. a. Municipality, Regional District or CED Organizations include local ownership as a goal in their strategy b. there is a community strategy to assist with local business succession planning c. the community has a strategy to identify and assist those businesses in danger of closing	<ul style="list-style-type: none"> <li>▪ phone for this information or ask during interviews</li> <li>▪ also may be found in the CED plan if one exists</li> </ul>	
Characteristic 15. a. the community owns a major asset for the social and economic benefit of the community	<ul style="list-style-type: none"> <li>▪ ask Municipality, CED Organization or Regional District</li> </ul>	
Characteristic 17. a. the community has a shop local campaign b. the economic leakage out of the community has been identified and analyzed c. niche markets that build on local strengths and opportunities have been identified	<ul style="list-style-type: none"> <li>▪ ask your local CED Organization, Chamber of Commerce or Municipality for this information</li> </ul>	
Characteristic 18. a. does a Community Economic Development Plan exist? b. if so, to what degree does it reflect best practice? (criteria below)	<ul style="list-style-type: none"> <li>▪ Municipality, Regional District or CEDO will have a copy of this if one exists - rate against criteria</li> </ul>	

**COMMUNITY ECONOMIC DEVELOPMENT PLAN: BEST PRACTICE CRITERIA**

*Does the Economic Development Strategy for your community contain the following information?*

**VISION STATEMENT**

- Organizational Mission Statement
- Situation Analysis that includes a SWOT analysis of internal & external constraints & opportunities - both sectoral & human/organizational capacity
- Summary & Recommendations of Strategic Options based on the Situation Analysis

**GOALS & OBJECTIVES**

- An Implementation/Operational Plan that includes timeframe, who is responsible for the lead and budget/resource requirements
- An Evaluation/Monitoring Plan that includes indicators for each objective, who & how this will be undertaken
- The plan addresses/integrates all aspects of community: economic, social, cultural, environmental

Indicators	Data Sources	Results
Characteristic 19. a. # participants at community visioning meetings b. # mechanisms for public input into the vision or goals c. # of volunteers who participate in groups/committees/etc. that are implementing initiatives from the CED plan	<ul style="list-style-type: none"> <li>▪ ask the organization that co-ordinated the development of the CED plan for this information</li> <li>▪ most organizations involved in implementation of the plan will be able to provide you with the number of volunteers they work with</li> </ul>	
Characteristic 20. a. % of initiatives from the CED plan that have been acted on in the last year	<ul style="list-style-type: none"> <li>▪ ask for a copy of a recent evaluation of the CED plan outcomes or review this information with the co-ordinating organization for the plan</li> </ul>	
Characteristic 21. <ul style="list-style-type: none"> <li>▪ evaluation of accomplishments against the goals has been conducted in the last year</li> </ul>	<ul style="list-style-type: none"> <li>▪ get this information while discussing the previous item</li> </ul>	
Characteristic 22. a. % of organizations who work from the CED plan or integrate it into their own organizational planning	<ul style="list-style-type: none"> <li>▪ ask this question during interviews or call for it</li> </ul>	
Characteristic 23. b. # of groups or organizations in the community that address the economic interests of low income people	<ul style="list-style-type: none"> <li>▪ if a community directory exists this will provide leads for phone calls to those groups whose mandate is not familiar to you; if not, begin with an organization in this field and ask for leads of others in the community</li> </ul>	



## *Worksheet 4: Key Respondent Questionnaire*

### **Guide for the Selection of Interview Respondents**

You will want to ensure that you have representation from all of the following groups in your community - and possibly others - in order to cover a broad spectrum of local views and perspectives:

- Economic Development agencies and organizations including: Chambers, Economic Development Commissions and Committees, Community Futures, sector-based organizations linked to tourism or other growth sector
- Human Resource service providers including: college, high school or school board, Skills Centres, Job Clubs, career centres, GED programs, small business trainers
- Government including: Municipal, Regional, HRDC, MHR, MAETT or others that play a key role in your community
- Community service providers including: social service agencies, youth counselling services, Women's Resources, Community Living or others that work with people with disabilities, housing societies
- Corporate and Small Business
- Other related special interest groups including: a predominant labour organization, environmental groups, etc.

As you set up interviews you will want to think about some representation from both staff and volunteers or elected officials connected with the above organizations. Also consider the balance between male and female respondents. (Note: this questionnaire is easier to use if you enlarge it on legal size paper.)

### **Tips for Interviews**

It is important that you try not to bias the interviews you do. Here are some principles that will help you avoid bias:

- We have provided carefully worded questions for these interviews ([Worksheet 5](#)). It is important that you ask these questions exactly, probing only for examples to add detail to the response or in order to clarify what is meant.
- It is relatively easy for an interviewer to influence the response, and your results will be more effective if this process is as neutral as possible. Use a conversational tone and avoid emotionally loaded language.
- Do not specifically share information from one respondent with another. You may however, wish to use the phrase "One can imagine that in this community ...do you think this is true/correct?" to do a check on how widely held one perception is across all respondents.



Note that each indicator is numbered according to the characteristic that it reflects. (So indicators 1a and 1b relate to characteristic 1, for example.)

**KEY TO RATING SYSTEM**

- 1 = Yes: completely satisfactory
- 2 = Yes: but not completely satisfactory
- 3 = Somewhat: but needs attention to be satisfactory
- 4 = Not at all: not satisfactory
- DK = Don't know

**RATING CHANGE OVER TIME**

If respondents indicate that an aspect of the community has changed for better or worse over time put a "+" or "-" (respectively) in the column called "+/-".

**INTRODUCING THE QUESTIONNAIRE**

- Some people may want a blank form to read along with you and to refer to the rating system.
- There are no "right" or "wrong" answers – only the respondents' perceptions.
- It is okay to say "Don't know" and to re-review the rating system.

**DIMENSION 1: PEOPLE IN THE COMMUNITY**

Indicators	Question	Rating	+/-	Comments
1. a. Degree to which people perceive local leadership (formal and informal) to be diversified and representative of the population	Do you perceive the following local leaders to be diversified and representative of the population? <ul style="list-style-type: none"> <li>▪ Elected officials</li> <li>▪ Informal community leaders</li> </ul>	1 2 3 4 DK 1 2 3 4 DK		
b. Degree to which people perceive that efforts have been made to involve youth, women, marginalized groups and ethnic groups in decision-making	Do you believe that efforts have been made to include the following groups in municipal and organizational community decision-making: <ul style="list-style-type: none"> <li>▪ Youth</li> <li>▪ Women</li> <li>▪ Marginalized People</li> <li>▪ Cultural groups</li> </ul>	1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK		
2. Degree to which people perceive that the leadership: <ul style="list-style-type: none"> <li>▪ Guides the community in crafting and using a vision</li> <li>▪ Shares decision-making and executive power with community members</li> <li>▪ Works to find consensus on issues that affect the community</li> </ul>	Do you think that elected leaders in your community demonstrate the following characteristics: <ul style="list-style-type: none"> <li>▪ Guide the community in crafting and using a vision</li> <li>▪ Share decision-making and executive power with community members</li> <li>▪ Work to find consensus on issues that affect the community</li> </ul>	1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK		

**DIMENSION 1: PEOPLE IN THE COMMUNITY (CONT'D)**

Indicators	Question	Rating	+/-	Comments
3. a. Meetings are advertised, open to the public and well attended	<ul style="list-style-type: none"> <li>Do you think that meetings around significant issues in your community are well advertised and open to the public?</li> <li>To what extent are these meetings usually well attended?</li> </ul>	1 2 3 4 DK 1 2 3 4 DK		
b. Public input into decisions has been proactively encouraged and solicited	Are additional efforts made to encourage participation or seek public input?	1 2 3 4 DK		
c. Degree to which people perceive that public input has influenced major decisions in the community	Do you think that public input has influenced any major community decisions in the last year?	1 2 3 4 DK		
4. Degree to which people describe feelings of pride in their community	How would rate the level of pride that you feel in your community?	1 2 3 4 DK		
5. Relative level of optimism expressed by community people	Can you rate the level of optimism that you experience in the community?	1 2 3 4 DK		
6. Degree to which people perceive that mutual assistance & co-operation exist in the community	<ul style="list-style-type: none"> <li>Does a spirit of mutual assistance and co-operation exist in the community?</li> <li>Response to scenario (below): Park in Disarray</li> <li>Response to scenario (below): Graffiti Culprit Spotted</li> </ul>	1 2 3 4 DK		

*(6) Ask respondents to think about the people they know in the community and what a typical response would be to the following:*

**Park Scenario:** General budget constraints have caused the municipality to limit the maintenance of a popular neighbourhood park. Gradually it becomes run down & fewer of the residents use it. One summer evening a small group of residents who still like to use the park decide something has to be done. What would they decide to do?

**Graffiti Scenario:** Offensive graffiti is appearing on walls around a residential neighbourhood. Public works is quick to paint over it, but the residents are still concerned that this sort of thing is going on. The culprit is eventually discovered in the act by a resident who, despite the fact that the culprit is too far away to catch, recognizes the young man as the teen age son of another neighbourhood resident. What would the observer do?

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**DIMENSION 1: PEOPLE IN THE COMMUNITY (CONT'D)**

Indicators		Question	Rating	+/-	Comments
7.	Degree to which people perceive there to be a sense of attachment to community	<ul style="list-style-type: none"> <li>▪ Generally speaking, do you think that people here are attached to the community?</li> <li>▪ Relative to your first rating, to what extent are seniors attached to the community?</li> <li>▪ Also relative to your first rating, to what extent are youth attached to the community?</li> </ul>	1 2 3 4 DK 1 2 3 4 DK 1 2 3 4 DK		
8.	a. Degree to which people perceive that there is openness to new ideas	Do you think that people in this community are open to new ideas?	1 2 3 4 DK		
	b. Degree to which people in the community perceive that they can influence their future	Do you think that people in the community believe that they can influence their future?	1 2 3 4 DK		

## DIMENSION 2: ORGANIZATIONS IN THE COMMUNITY

Indicators		Question	Rating	+/-	Comments
10.	Degree to which people perceive that they are well served, in all areas, by CED organizations	<p>[Before asking this question, see “Introduction to Indicator” below.] How would you rate the level of service that you receive in the major functional areas of CED? (Ask respondents to list the pertinent organizations, if possible.)</p> <ul style="list-style-type: none"> <li>▪ Planning, advocacy and research</li> <li>▪ Human resource development</li> <li>▪ Credit availability</li> <li>▪ Access to Equity</li> <li>▪ Infrastructure</li> </ul>	<p>1 2 3 4 DK</p> <p>1 2 3 4 DK</p> <p>1 2 3 4 DK</p> <p>1 2 3 4 DK</p> <p>1 2 3 4 DK</p>		
11.	a. Degree to which people perceive that there are good working relationships between organizations	How would you rate the working relationships that have been established between organizations in your community?	1 2 3 4 DK		
	b. Degree to which people perceive that conflict between organizations is well managed	<p>Do you believe that conflict between organizations is well-managed in your community?</p> <p>HAND OUT <b>WORKSHEET 5 (MAPPING YOUR ORGANIZATIONAL RELATIONSHIPS)</b> FOR COMPLETION</p>	1 2 3 4 DK		

### (10) Introduction to Indicator 10

We know that five things are essential to strengthening a local economy. Communities must have some ability to do or to control each.

**Planning, Advocacy, and Research:** gathering, organizing, analyzing, and using information in order to strengthen the local economy.

**Human Resource Development:** courses, training programs, and other services that prepare local people for job opportunities and leadership positions.

**Access to Credit:** a sufficient amount of money available at reasonable terms for local commercial loans.

**Access to Equity:** a sufficient amount of investment capital available to support and expand local business.

**Infrastructure:** in addition to streets, sewers, and buildings, communities need to develop infrastructure related to growing a specific sector.

Now I am going to ask you to rate how well each of these essential services is carried out in this community.

**DIMENSION 3: RESOURCES IN THE COMMUNITY**

Indicators		Question	Rating	+/-	Comments
15.	a. Degree to which people perceive an openness to alternative ways of earning a living	Do you think that people in this community are open to alternative ways of earning a living?	1 2 3 4 DK		
	b. Degree to which people perceive that the community is open to alternative forms of economic diversification	<ul style="list-style-type: none"> <li>▪ Employee response to major employer closure (below):</li> <li>▪ Community responses (ranked) to major employer closure (below):</li> </ul>	1 2 3  1 <sup>st</sup> choice ___ 2 <sup>nd</sup> choice ___ 3 <sup>rd</sup> choice ___ 4 <sup>th</sup> choice ___		
16.	Degree to which people perceive that the community has been successful in accessing outside resources that address local gaps and help to achieve the goals	Do you think that the community has been successful in accessing outside resources (financial, human, etc.) in order to address gaps and achieve your goals?	1 2 3 4 DK		

**(15) Major Employer Closure**

**Employee Response to Closure:** A major employer in the community gives notice that the operation is about to shut down permanently. The union negotiates a reasonably generous separation package with flexible payout options depending on the employees preference. Assuming that the total value of the payout is the same in all cases, what is the most likely choice that employees would make from the following:

- 1) One lump sum payment on separation.
- 2) Payout divided between a smaller lump sum on separation and the costs of retraining for employment in another industry.
- 3) An installment payout, with smaller amounts spread over a longer period of time in order to assist with a transition to self-employment.

**Community Response to Closure:** In the same situation as that just described, how would you rank order the most likely community responses from the following options:

- 1) Try to attract an alternative, large employer into the community.
- 2) Increase community investment in other local economic opportunities.
- 3) Provide additional supports for local small business or co-operative ventures.
- 4) Support the development of local exchange markets such as barter, farmers markets, etc. in order to lower the costs of living.

**DIMENSION 4: COMMUNITY PROCESS**

Indicators		Question	Rating	+/-	Comments
18.	a. A community wide economic development (CED) Plan exists	Does a Community Economic Development Plan exist for this community?	Yes      No		If Yes, proceed with questions. If No or DK, go to Indicator 22.
	b. Degree to which there is a perception that the CED Plan fully integrates all aspects of community	Do you believe that your community strategic plan adequately integrates social and economic issues?	1 2 3 4 DK		
19.	Degree to which people perceive that the public are involved in the creation and implementation of the CED Plan	Do you think that community people have been adequately involved in the creation and implementation of the community vision and goals?	1 2 3 4 DK		
20.	Degree to which there is a perception in the community that the plan is being realized	Do you think that the community is making progress on the goals in the CED Plan?	1 2 3 4 DK		
22.	Degree to which CED organizations are perceived to be working toward the goals in the CED Plan	Do you think that social and economic organizations in your community are working towards the same vision and goals?	1 2 3 4 DK		
23.	▪ Degree to which people perceive that the strategy addresses the needs of marginalized people in the community	Do you think that the community strategy addresses the needs of marginalized people in the community?	1 2 3 4 DK		
	▪ Degree to which people perceive that there is on-going structured dialogue between economic development and social service agencies	Do you think that there is on-going, structured dialogue between economic development and social service agencies?	1 2 3 4 DK		



# Worksheet 5: Organizational Inventory

## (A) LISTING YOUR CED ORGANIZATIONS

The following table is designed to capture the range and diversity of services that organizations in your community provide to assist in promoting resilience. It is suggested that you complete this table at the beginning of the process in order to identify organizations you may also want to interview, or that may be able to provide additional information for the Portrait.

If you are unable to do this, ask organizations to review it during interviews (at Characteristic 10 & 11) and identify those services that they provide to the community.

In the right-hand column, enter the names of organizations in your community that offer the services described.

CED Function	Service/Strategy	Names of Organizations offering service
Planning, Research & Advocacy	Brokering & creating strategic partnerships	
	Community inventory & asset mapping	
	Labour Market data collection/tracking	
	Leakage Studies	
	Feasability Studies	
	Community visioning	
	Community strategic planning	
	Community plan implementation	
	CED communication, networking	
	Creation of/support for CED Organizations	
	Early warning systems	
	Other:	

**(A) LISTING YOUR CED ORGANIZATIONS (CONT'D)**

CED Function	Service/Strategy	Names of Organizations offering service
Human Resource Development	Job readiness	
	Job search and placement	
	Job training and retraining	
	Leadership development	
	Entrepreneurial assessment	
	Entrepreneurial training	
	Business planning	
	Network facilitation and mentoring	
	Business incubator services	
	Succession planning for businesses	
	Other:	



**(A) LISTING YOUR CED ORGANIZATIONS (CONT'D)**

CED Function	Service/Strategy	Names of Organizations offering service
Credit	Community development loan fund	
	Community revolving loan fund	
	Comprehensive development finance operation	
	Micro enterprise loan fund	
	Loan Guarantees	
	Other:	

**(A) LISTING YOUR CED ORGANIZATIONS (CONT'D)**

CED Function	Service/Strategy	Names of Organizations offering service
Equity	Equity matchmaking	
	Community owned venture development	
	Joint venturing	
	Community owned resource	
	Co-operative	
	Worker owned company	
	Other:	

**(A) LISTING YOUR CED ORGANIZATIONS (CONT'D)**

CED Function	Service/Strategy	Names of Organizations offering service
Infrastructure	Waste management planning and maintenance	
	Water management planning and maintenance	
	Beautification	
	Zoning, streets, etc.	
	Land use planning	
	Sector-specific infrastructure	
	Other:	





## *Worksheet 6: Town Hall Meeting Facilitator's Guide*

You will want to introduce the definition and concept of resilience and why your organization has undertaken this assessment of resilience in your community. Wall charts or additional handouts for this purpose can be taken from the manual as required to meet your needs.

### **The Dialogue Process**

1. In small groups of 5-10 each participant is asked to consider the full list of annotated characteristics (attached as a table) and select the 3 that they think the community excels at (strengths) and the 3 that they think the community needs to improve the most (weaknesses).
2. Then, the participants of each small group discuss their individual choices in order to arrive at a group selection (top three strengths and weaknesses). Encourage groups to move around the table giving each person an opportunity to share one choice at a time and speak to their rationale for the selection. A recorder should note each selection on a flip chart page. Once all the individual selections have been recorded the group should prioritize their lists. Have them consider criteria such as:
  - impact of this if nothing is done (weakness) or benefits (strengths)
  - other characteristics that this one influences in some way
  - links with this characteristic and the goals in the CED plan
  - readiness in the community to do something about this
3. Before participants move into small groups, the facilitator will also want to discuss time limits for the task (1.5 hours for small group discussion), selection of a recorder for each group, and some principles for group process:
  - building on ideas, adding new ideas, try not to repeat others comments
  - ask questions of others in order to increase your understanding of their perspective
  - go around the table a second time if required
3. Groups then report back one item at a time/per table - all “votes” are recorded on a master list of strengths/weaknesses. Review both lists: “Does anyone have any information about, or experiences in, this community that would substantially change the position of any of these priorities?” Note comments.
4. After discussion ask participants to dot vote for their top 3 from each list. (suggest that a task force be formed around each of the 3 weaknesses - discuss how strengths can be used to address each/links/etc.)
5. Summarize results & discuss next steps with participants.
6. Participants complete evaluation form prior to leaving.

**Note:** you can also use the following rating form in focus groups. Have participants complete the form, then use their answers as the basis for a discussion. (See [Worksheet 7](#).)

## RANKING YOUR RESILIENCE STRENGTHS AND WEAKNESSES

Please review the following list of resilience characteristics and identify your selections for the top three strengths and weaknesses that you believe to exist in your community. You may want to note “S” or “W” beside each characteristic as you read the list for the first time and then go back over the list in order to select the top three strengths and weaknesses. Please note DK for Don’t Know if you do not have a sense of this aspect of your community.

Characteristics of Resilience	Description	Ranking (S/W)
<b>Dimension 1: The People in your Community</b>		
1. Leadership, both formal elected and informal organizational, is diversified and representative of the age, gender and cultural composition of the community.	In resilient communities, leadership represents appropriately, all citizens within the community: their decisions are fair and balanced and take into account the many needs, aspirations and values of people in the community.	
2. Elected community leadership is visionary, shares power and builds consensus.	In resilient communities, leaders understand the importance of creating a clear vision for the future and sharing the responsibility of power. They use techniques such as consensus building to ensure that community initiatives have the support and the buy-in of community members. In doing so, they minimize the potential for, and negative consequences of, conflict.	
3. Community members are involved in significant community decisions.	In resilient communities, citizens have avenues open to them to express their opinions in a productive and positive manner. Community leaders work to encourage participation from all segments of the community and use this input as a guide for their decisions. Community decisions are therefore more reflective of the wide variety of views and opinions of those who live there.	
4. The community feels a sense of pride.	In resilient communities, people feel a sense of pride which is demonstrated in the care with which they maintain their community and the energy and commitment they give to events such as community festivals and celebrations	
5. People feel optimistic about the future of the community.	In resilient communities, people have a sense that the future looks bright and that their community has great potential to develop and change. This positive energy is important to enabling the community to adapt and change. It is also important as it encourages a greater investment by people in their community and its future.	

**RANKING YOUR RESILIENCE STRENGTHS AND WEAKNESSES (CONT'D)**

Characteristics of Resilience	Description	Ranking (S/W)
<b>Dimension 1: The People in your Community (Cont'd)</b>		
6. There is a spirit of mutual assistance and co-operation in the community.	In resilient communities, people make an effort to work together and help each other in times of difficulty. Local issues and problems are owned by the community and people take it upon themselves to do something about them.	
7. People feel a sense of attachment to their community.	In resilient communities, people perceive that they are there for the long term and therefore invest their time, energy and money in improving the community.	
8. The community is self-reliant and looks to itself and its own resources to address major issues.	In resilient communities, people perceive that the future of the community is in their hands. Though external support might be sought, people seek out and use productively the skills, expertise and finance available in the community to address issues and problems that are important to the citizens.	
9. There is a strong belief in and support for education at all levels.	In resilient communities, education at all levels is valued and supported. Children are encouraged to participate and excel in school. Adults are provided with a range of services to support life long learning, career change and skills upgrading. There is a curiosity or “thirst for knowledge” within the community.	
<b>Dimension 2: The Organizations in your Community</b>		
10. There are a variety of CED organizations in the community such that the key CED functions are well served.	Resilient communities recognize the importance of a range of strong organizations in the community to support and encourage local development. Effort is made to provide a full range of services so that all aspects of a Community Economic Development approach can be pursued successfully.	
11. Organizations in the community have developed partnerships and collaborative working relationships.	In resilient communities, organizations recognize that conflict is costly and consciously work together to resolve issues. Collaborative working relationships result in efficient use of limited resources and more effective and creative effort toward accomplishing the common goals.	

**RANKING YOUR RESILIENCE STRENGTHS AND WEAKNESSES (CONT'D)**

Characteristics of Resilience	Description	Ranking (S/W)
<b>Dimension 3: The Resources in your Community</b>		
12. Employment in the community is diversified beyond a single, large employer.	Resilient communities are aware of the risks associated with reliance on a single, large employer and emphasize economic diversification by supporting employment in smaller companies and active promotion of local ownership.	
13. Major employers in the community are locally owned.	In resilient communities, there is a high degree of local control over economic activities and resources. These resources are used to improve all aspects of community life.	
14. The community has a strategy for increasing independent local ownership.	In resilient communities, the importance of local control over resources is explicitly recognized and the community works to increase local control through a range of strategies and initiatives. These communities emphasize retaining and expanding existing businesses as well as supporting the development of new ones.	
15. There is openness to alternative ways of earning a living and economic activity.	Resilient communities demonstrate an openness to alternative development approaches, such as micro enterprise, dispersed ownership of community assets, and self-employment. This openness signals a readiness to shift away from dependency on large, externally owned companies.	
16. The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address identified areas of weakness.	In resilient communities, optimal use of local resources and skills is balanced by careful use of external resources and information, required to address local gaps and accomplish local goals. Resilient communities are informed about, and have the connections to access outside resources.	
17. The community is aware of its competitive position in the broader economy.	Resilient communities have identified and build on their strengths in relation to other communities and regions. They aren't afraid to compare themselves to others as a means of identifying opportunities and focussing local initiatives. They also co-operate with other communities when appropriate, combining resources to address a common goal.	



**RANKING YOUR RESILIENCE STRENGTHS AND WEAKNESSES (CONT'D)**

Characteristics of Resilience	Description	Ranking (S/W)
<b>Dimension 4: Community Process</b>		
18. The community has a Community Economic Development (CED) Plan that guides its development.	In resilient communities, a CED plan is a critical tool for providing direction and unity to all individuals and organizations. It is a means for ensuring a common vision among community members and maximizing resource allocation to gain the greatest community impact. It reflects the needs of all segments of the community and analysis of actual opportunities.	
19. Citizens are involved in the creation and implementation of the community vision and goals.	Resilient communities take a long term, comprehensive approach to building active public participation in the development and implementation of their goals. They know this increases knowledge of and capacity for appropriate development approaches in their community.	
20. There is on going action towards achieving the goals in the CED plan.	Resilient communities know that visible results breed optimism and a sense of self-reliance. They focus on both short and long term goals and objectives. Implementation in these communities is co-ordinated and there is support for the organizations or groups involved.	
21. There is a regular evaluation of progress towards the community's strategic goals.	Resilient communities view their CED efforts as an ongoing learning and capacity building process, so they have built in evaluation criteria and procedures. Evaluation is also important as a means of identifying results and benefits in order to communicate them to the public.	
22. Organizations use the CED plan to guide their actions.	In resilient communities, the CED plan is integrated into the individual plans of every community organization. It becomes a working document for ongoing decision-making and allocation of resources. This is more likely to occur if those organizations have been involved in the development of the plan and are familiar with the goals and objectives in it.	
23. The community adopts a development approach that encompasses all segments of the population.	In resilient communities, the connection between unemployment and poverty and the economic stability of the community is understood. These communities adopt a CED approach as a way of integrating and strengthening the economic self-reliance of all aspects of their community.	

HOW RESILIENT ARE WE?

**PLEASE SIGN IN: THANK YOU!**

Name	Organization	Mailing Address	Phone

**COMMUNITY MEETING FEEDBACK FORM**

1. What did you like best about this activity?

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2. What did you like the least?

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3. One thing you learned about your community is . . .

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4. The way this activity was designed and conducted was . . .

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5. This activity was successful in determining the current resilience strengths and weaknesses in our community:

- Yes       No       Don't Know



## *Worksheet 7: Guide to Focus Groups*

You can use focus groups to target specific groups in your community or organizations. For example, youth, seniors or organizations involved in natural resource issues. You can also use them to involve a broad cross section of your community and to test out attitudes to some difficult issues.

The basic approach in a focus group is to throw out a question for discussion. As the discussion progresses, perceptions, views, opinions and attitudes can be recorded. We suggest that two people run every focus group: one to facilitate and one to record the discussion.

There are some principles that can guide you in holding effective focus groups:

- Ask the questions exactly as provided in the manual and probe for clarification or examples if no one else does. “Can you think of an example of that?” “So you are saying that .” or “I’m not sure I understand what you mean, can you talk about that some more?”
- Ask for comments from others: “That’s interesting, does anyone else share that view point?” or “I wonder how others feel about this question?”

- Summarize conflicting or common points of view often in order to ensure your understanding and provide an opportunity for additional comment: “So, it seems that the group has two different perspectives on this issue.” or “I get the feeling that you are all in agreement around this.”
- You may find that some groups have many other, potentially unrelated issues, that are of interest to them and take them on “tangents” within your session. You will need to decide how strict to be around controlling and focussing discussion and how open and flexible to be. This is one of the reasons why focus groups were not the most effective way to collect information during the testing of this tool.

**Note:** see [Worksheet 6](#), “Town Hall Meeting Facilitator’s Guide,” as another option for focus groups. Have participants rate the community’s strengths and weaknesses. Then use their answers as the basis for a discussion of several key topics or themes.



## *Worksheet 8: Sample Portrait of Community Resilience*

The following Portrait is provided here as an example for the development of your own Portrait of Community Resilience.

Some of the missing pieces of data are indicative of the challenges that communities might face when collecting data. To some extent, you must rely on other sources and other people to provide you with up to date information, and this sometimes requires patience. This is one of the reasons it might take time to implement these tools in your community.

We encourage you to review this portrait as you begin to develop your own, and to note the kinds of data analysis considerations that you should keep in mind around each characteristic. There may be additional considerations for your community based on the sources of data, the age of the data, etc.

Keep in mind that you are developing a picture of your community's ability to “respond to and influence the course of social and economic change.”

## WORKSHEET 8: SAMPLE PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 1: Leadership is diversified and representative of the age, gender and cultural composition of the community.**

Indicators	Community Results			
a. Breakdown of elected officials and organizational leaders by age, gender and culture compared to representation of these groups in the community as a whole	<b>Community Population</b>	<b>Elected Leaders</b>	<b>Organizational Leaders</b>	
Male	50%	80%	66%	
Female	50%	20%	44%	
Age 15-24	15%	10%	4%	
Age 25-54	45%	90%	*88%	
Age 55-75+	14%	0	8%	
Aboriginal	5%	0		
Other:				
* 6 or 25% of org. directors are under age 40				
<i>Source: Stats Can '96 Census, Town/School Brd. staff, Organizational reports: Chamber, Economic Dev. Committee, Community Futures</i>				
b. Degree to which people perceive local leadership to be diversified and representative of the population.	<b># Responses</b>			
Yes: completely satisfactory	0			
Yes but not completely satisfactory	6			
Somewhat but needs attention	7			
Not at all: not satisfactory	1			
Don't know	0			
c. Degree to which people perceive that the community has been successful at involving the following groups in decision-making:	<b>Youth</b>	<b>Women</b>	<b>Marginalized</b>	<b>Cultural</b>
▪ Youth	0	5	0	1
▪ Women	5	3	1	6
▪ Marginalized groups	6	6	6	5
▪ Cultural groups	3	0	6	2
Don't know	0	0	1	0

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 1: Leadership is diversified and representative of the age, gender and cultural composition of the community. (Cont'd)**

### INTERPRETATION

In general, the leadership of community groups and organizations in this community is seen as more diverse and representative than is the elected leadership. The majority of Not-For-Profits in the community are managed by women. The Town Council is viewed as largely representative of the business community. There were several comments that council was more representative now than in the past however and council members themselves indicate they get feedback that they need to be more supportive of the business community.

### LINKED CHARACTERISTICS

- #2 Community Leadership is visionary and shares power
- #3 Community members are involved in community decisions

### DATA INTERPRETATION CONSIDERATIONS

We know that statistically, certain groups (women, those under 40, those who are marginalized from traditional economic activities) are under-represented in positions of leadership. The comments from respondents that perceive council as largely representative of the business community, while feedback from council itself suggests otherwise, presents an opportunity to discuss this issue. In the end, communities must be open to all perceptions, but should weigh opposing data carefully and make their own decisions about its meaning and relevance – particularly if the results are not conclusive.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 2: Community leadership is visionary, shares power, & builds consensus.**

Indicators	Community Results
<b>Degree to which people perceive local leadership to:</b>	
a. Guide the community in the crafting and use of a clear vision	<b># Responses</b>
	Yes: completely satisfactory 2
	Yes but not completely satisfactory 4
	Somewhat but needs attention 3
	Not at all: not satisfactory 4
	Don't know 1
b. Share the decision-making and executive power with community members	<b># Responses</b>
	Yes: completely satisfactory 1
	Yes but not completely satisfactory 3
	Somewhat but needs attention 3
	Not at all: not satisfactory 5
	Don't know 2
c. Work to find consensus on issues that affect the community	<b># Responses</b>
	Yes: completely satisfactory 1
	Yes but not completely satisfactory 3
	Somewhat but needs attention 3
	Not at all: not satisfactory 5
	Don't know 2



## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 2: Community leadership is visionary, shares power, & builds consensus. (Cont'd)

#### INTERPRETATION

One third of respondents felt that the elected leadership did not exhibit these characteristics at all. Comments were made that people in the community are passionate about their own causes, and that this results in strongly competing views when it comes to community vision and building consensus. The make-up of Council is such that they are perceived to support local merchants to the extent that they are not as open to other solutions or options. Having said this however, there were some comments that Council was becoming more open and assuming a stronger leadership around community vision and inclusive decision-making.

#### LINKED CHARACTERISTICS

- #1 Leadership is diversified and representative
- #2 Community members are involved in community decisions

#### DATA INTERPRETATION CONSIDERATIONS

All of the indicators here are perceptual, and based on information collected in interviews. The supporting comments provided under the table are therefore very important in helping to understand what might underlie the responses received.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 3: Community members are involved in community decisions.

Indicators	Community Results	
a. Meetings of community organizations are advertised, open to the public and well attended (Note: Attendance was not specifically tracked until respondents in this community began suggesting that it was not satisfactory. Therefore, no specific data on attendance is included here – anecdotal comments below)		<b># Responses</b>
	Yes: completely satisfactory	8
	Yes but not completely satisfactory	5
	Somewhat but needs attention	0
	Not at all: not satisfactory	1
	Don't know	0
b. Perception that public input has been sought on significant community issues in the last year		<b># Responses</b>
	Yes: completely satisfactory	9
	Yes but not completely satisfactory	4
	Somewhat but needs attention	2
	Not at all: not satisfactory	0
	Don't know	0
c. Perception that public input has influenced major community decisions in the last year		<b># Responses</b>
	Yes: completely satisfactory	3
	Yes but not completely satisfactory	3
	Somewhat but needs attention	5
	Not at all: not satisfactory	0
	Don't know	3

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 3: Community members are involved in community decisions.

#### INTERPRETATION

The majority of respondents felt that meetings were advertised, open and that public input was being sought on significant issues. Many comments however that the public did not always participate or take advantage of opportunities for input. Although respondents rated the success of public input in influencing decisions as needing some work, examples of successful public "lobbying" were also cited: skateboard park, facility survey, spending survey, etc. People felt that the jury was still out as to whether or not the Community Plan would change as a result of public input and several commented that the ad for this meeting was far too small to really be effective.

#### LINKED CHARACTERISTICS

- #2 Community leadership is visionary, shares power and build consensus.
- #4 The community feels a sense of pride.
- #8 The community is self reliant and looks to itself and its own resources to address major issues.
- #19 Citizens are involved in the creation and implementation of the community vision and goals.
- #23 The community adopts a development approach that encompasses all segments of the population.

#### DATA INTERPRETATION CONSIDERATIONS

It is important to remember that there is a big difference between getting input from citizens and using this input to make decisions. Input from community people can often be conflicting and may not provide a clear direction. Using the input received from people requires skills and an ability to build consensus. If leaders constantly seek input but do not use it, this will lead to feelings of apathy and alienation. Increasingly, people are likely to assume that they just as well not take the time to provide input in the first place.

Interviewers will need to ensure that they clarify why respondents feel the way they do and ask for examples.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 4: The community feels a sense of pride.

Indicators	Community Results	
a. Degree to which people describe feelings of pride in their community		<b># Responses</b>
	Yes, completely satisfactory	10
	Yes, but not completely satisfactory	2
	Somewhat, but needs attention	1
	Not at all: not satisfactory	0
	Don't Know	1
b. Number of local celebrations/festivals in the last year	10/ year	
c. Number of community beautification initiatives in the last year	ad hoc - usually driven by service clubs	
d. Number of complaints to Town re: litter, poorly kept yards etc.	average 75/year	

#### INTERPRETATION

In general, levels of pride in this community are very high and improving. Levels of pride are lower for those who work with marginalized groups in the community and for those who are newer to the community (5 years or less).

#### LINKED CHARACTERISTICS

- #5 People feel optimistic about the future of the community.
- #6 There is a spirit of mutual assistance and co-operation in the community.
- #7 People feel a sense of attachment to their community.

#### DATA INTERPRETATION CONSIDERATIONS

There are no benchmarks for the statistical data collected here. It will be important to assess the relevance and meaning of items such as the number of festivals and complaints within the context of your community size, history, etc. Use this data to confirm the responses from the interviews and as a possible way of understanding any issues that may arise under the next few characteristics. (i.e. decreased pride will have an impact on levels of attachment, etc.)

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 5: People feel optimistic about the future of the community.**

Indicators	Community Results	
Relative level of optimism in the community		<b># Responses</b>
	Yes, completely satisfactory	2
	Yes, but not completely satisfactory	5
	Somewhat, but needs attention	5
	Not at all: not satisfactory	1
	Don't Know	0

### INTERPRETATION

Optimism in the community has been “shaken up” of late. Government sector downsizing, on-going forest sector challenges, and recent small business closures have left community members with more uncertainty than they have experienced in the past. Those who worked with unemployed people (social organizations) rated the level of optimism lower than others and in one case examples of some small business owners and social service staff as “working poor” were given to support the low level of optimism. The split between those who say optimism is increasing and decreasing could indicate a new sense of awareness that the community is not resistant to economic decline.

### LINKED CHARACTERISTICS

- #4 The community feels a sense of pride
- #6 There is a spirit of mutual assistance and co-operation in the community.
- #7 People feel a sense of attachment to their community.

### DATA INTERPRETATION CONSIDERATIONS

Optimism is highly time dependent. Even small changes in leadership or in the institutional infrastructure can lead to a shift in levels of optimism. It is important therefore to read the data for this characteristic along with the comments. This will help to identify whether there is a positive or negative trend in optimism or whether there are short term events that might have temporarily altered the level of optimism. Also look at the degree to which this might be affecting levels of co-operation and attachment to the community.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 6: There is a spirit of mutual assistance and co-operation in the community.**

Indicators	Community Results	
Degree to which people perceive mutual assistance and co-operation to exist in the community		<b># Responses</b>
	Yes: completely satisfactory	4
	Yes but not completely satisfactory	4
	Somewhat but needs attention	4
	Not at all: not satisfactory	2
	Don't know	0
Responses to "park in disarray" scenario:		<b># Responses</b>
	Clean-up themselves	10
	Lobby municipality	3
	Both	1
	Other:	0
Responses to "graffiti culprit" scenario:		<b># Responses</b>
	Call parents	7
	Call RCMP	3
	Parents, then RCMP	2
	Other:	call school -1, DK-1

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 6: There is a spirit of mutual assistance and co-operation in the community. (Cont'd)**

### INTERPRETATION

Many comments were made around how friendly and welcoming people in the community are, and responses to both scenarios suggest that people will co-operate to get things done or to help each other on a personal level. Responses to the general question around mutual assistance and co-operation were not as positive however. Based on comments such as "people are highly supportive of others within their own social network" and "groups do not typically co-operate with each other very well" the less positive response might indicate how mutual support and co-operation are viewed between organizations and groups in the community as opposed to between individuals. In other words, co-operation could be situational as opposed to a widely held value.

### LINKED CHARACTERISTICS

- #4 The community feels a sense of pride.
- #5 People feel optimistic about the future of the community.
- #7 People feel a sense of attachment to their community.

### DATA INTERPRETATION CONSIDERATIONS

When responses do not cluster significantly it could be an indication that this is an area of transition for the community or that this area works for some, but not for others. In any case - it is a flag for the community that they need to look at this area. In this case, there may also be links with Characteristic 11 - Organizations in the community have developed partnerships and collaborative working relationships.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 7: People feel a sense of attachment to their community.

Indicators	Community Results		
a. In/Out migration	<b>Population size</b>	1991: 5,029	
		1996: 5,624	
<i>(the 1991 population data from Stats Canada was not available for comparison)</i>		Increase: 11.8% (compared to BC increase of 13% for same period)	
	<b>Population by age:</b>		<b>BC /1996</b>
	0-14	25%	20%
	15-24	15%	13%
	25-54	45%	46%
	55-64	6%	8%
	65+	8%	13%
b.-d. Degree to which people perceive there to be a sense of attachment in the community (generally, on the part of seniors, and of youth)		<b>General</b>	<b>Seniors</b>
			<b>Youth</b>
	Yes: completely satisfactory	10	7
	Yes but not completely satisfactory	3	5
	Somewhat but needs attention	1	1
	Not at all: not satisfactory	0	0
	Don't know	0	1



## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 7: People feel a sense of attachment to their community. (Cont'd)

#### INTERPRETATION

As with pride, attachment to the community is also high. People have chosen to live in this community and many remain after retirement or in spite of a job loss. High attachment generally results in greater community participation and action. High levels of children under age 14 could suggest a high number of young families in the community as well. Youth are not as attached as the rest of the population however. Given the higher than average levels of children under the age of 14, the lower attachment of youth to their community could be a greater concern in the near future. Based on 96 data, 40% of the population was under age 24 at that time. This could be a substantial "lost generation". Reasons cited for lower youth attachment levels included the lack of jobs for them to stay for or return to after university.

#### LINKED CHARACTERISTICS

- #4 The community feels a sense of pride.
- #5 People feel optimistic about the future of the community.
- #6 There is a spirit of mutual assistance and co-operation in the community.

#### DATA INTERPRETATION CONSIDERATIONS

It is important to have population figures from the last two Census reports in order to compare perceived attachment to actual population stability or growth. High levels of attachment in a small and/or declining seniors population, for example, will not be as much of a strength for the community in the future. A large, disenfranchised segment of the population, such as youth, will impact on levels of pride, optimism and co-operation in the long term. Youth attachment however, needs to be considered carefully given the nature of the youth culture, their tendency for dissatisfaction, and the need for them to leave in many cases.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 8: The community is self-reliant and looks to itself and its own resources to address major issues.**

Indicators	Community Results	
a. Degree to which people perceive there to be an openness to new ideas	<b># Responses</b>	
	Yes: completely satisfactory	0
	Yes but not completely satisfactory	7
	Somewhat but needs attention	3
	Not at all: not satisfactory	1
	Don't know	3
b. Degree to which people in the community believe they can influence their future	<b># Responses</b>	
	Yes: completely satisfactory	4
	Yes but not completely satisfactory	8
	Somewhat but needs attention	1
	Not at all: not satisfactory	0

## INTERPRETATION

People in the community are generally open to new ideas and ways of doing things and they have a “can do” attitude around their ability to influence the future of the community. This is demonstrated in the large number of informal groups and Associations that have formed for the purpose of addressing a specific issue or task. The Festival Association, the Tourism Association & a health food bulk buying group were cited as examples. In addition, community members have taken on the development of the back country ski trails, raising funds for a Squash Court and lobbying for a second sheet of ice in the arena (to list a few).

Openness to social issues is dramatically lower however (e.g. men’s shelter, Goodwill organization & social housing) indicating that community members work very hard around issues directly affecting them & their quality of life, but may not be as supportive of meeting the needs of others. Newer residents (5 years or less) have also suggested they have been faced with “that’s not how we do things here”. These strongly held, diverse perspectives and values may also be a factor in the challenges facing the community with regard to development of a clear community vision.

## LINKED CHARACTERISTICS

- #7 People feel a sense of attachment to their community.
- #20 There is ongoing action toward achieving the communities strategic goals.
- #23 The community adopts a development approach that encompasses all segments of the population.

## DATA INTERPRETATION CONSIDERATIONS

Again, it is important to probe for explanations around this characteristic. The contextual information under the table begins to identify some of the possible issues or perceptions underlying the responses here.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

CHARACTERISTIC 9: There is a strong belief in and support for, education at all levels.

Indicators	Community Results													
	Community Average	Provincial Average												
a. Percentage of population by education level	<p><b>25+ years with:</b></p> <table border="0"> <tr> <td>Less than grade 9</td> <td>8.8%</td> <td>8.5%</td> </tr> <tr> <td>High school certificate or higher</td> <td>68.2%</td> <td>71.6%</td> </tr> <tr> <td>Trades certificate or higher</td> <td>45.5%</td> <td>48.1%</td> </tr> <tr> <td>University degree</td> <td>13.7%</td> <td>18.2%</td> </tr> </table> <p><i>Source: Stats Canada '96 Census</i></p>		Less than grade 9	8.8%	8.5%	High school certificate or higher	68.2%	71.6%	Trades certificate or higher	45.5%	48.1%	University degree	13.7%	18.2%
Less than grade 9	8.8%	8.5%												
High school certificate or higher	68.2%	71.6%												
Trades certificate or higher	45.5%	48.1%												
University degree	13.7%	18.2%												
b. High school drop out rate	Not available locally or from the Ministry													
c. Number of adults registered in post secondary education per capita	100 FT, 200 PT at college = 9% of total adult population (N=3,335 age 19-64) <i>Source: College staff, '96 Census</i>													
d. Number of new training programs developed over last year	0 - short continuing ed. courses only - no \$ for other													
e. High school provincial scholarship rate	<i>Also not available locally or from the Ministry</i>													

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 9: There is a strong belief in and support for, education at all levels. (Cont'd)**

### INTERPRETATION

The community has relatively high levels of education compared to communities of similar size, although slightly lower than the provincial average. Learning and education are valued here. The high school is held in high esteem by members of the community and the College is generally perceived to be doing a good job in spite of the low funding levels. Recent cuts to subsidies for training by FRBC and the province have made it difficult for lower income people to access training.

In addition, the travel required to access further education in larger centres was cited as a barrier - particularly in the winter months. Some concerns were expressed around the FRBC training centre being "dumped" on the community and now training funds are not as available so it is not utilized as effectively as it could be. "Training for what" was a common question raised during the interviews.

### LINKED CHARACTERISTICS

#15 There is openness to alternative ways of earning a living and economic activity.

#16 The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address identified areas of weakness.

### DATA INTERPRETATION CONSIDERATIONS

There could be link between the lack of local training opportunities and youth attachment to the community. Flag this for further consideration.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 10: There is a variety of CED organizations in the community such that the key CED functions are served.**

Indicators	Community Results	
a-b. Number of organizations serving and perceptions about the adequacy of service in each of the CED functions listed below:	Planning, research and advocacy organizations:	4
[Note: this portrait includes no infrastructure data. Infrastructure as a function of a local economy was added subsequent to this field test.]	Human resource development organizations:	4
	Credit availability organizations:	5
	Access to equity organizations:	0
		<ul style="list-style-type: none"> <li>▪ CFDC, Chamber, College, Community Services</li> <li>▪ College, Friendship Centre, CFDC, Community Services</li> <li>▪ Credit Union, CFDC, 3 Banks</li> </ul>
Planning, research and advocacy		<b># Responses</b>
	Yes: completely satisfactory	3
	Yes but not completely satisfactory	8
	Somewhat but needs attention	2
	Not at all: not satisfactory	0
	Don't know	1
Human resource development		<b># Responses</b>
	Yes: completely satisfactory	1
	Yes but not completely satisfactory	4
	Somewhat but needs attention	7
	Not at all: not satisfactory	1
	Don't know	1

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

CHARACTERISTIC 10: There is a variety of CED organizations in the community such that the key CED functions are served. (Cont'd)

Indicators	Community Results	
Credit availability	<b># Responses</b>	
	Yes: completely satisfactory	2
	Yes but not completely satisfactory	4
	Somewhat but needs attention	2
	Not at all: not satisfactory	2
	Don't know	4
Access to equity	<b># Responses</b>	
	Yes: completely satisfactory	2
	Yes but not completely satisfactory	0
	Somewhat but needs attention	2
	Not at all: not satisfactory	2
	Don't know	8

## INTERPRETATION

The community has some organizational capacity in all areas of Community Economic Development with the exception of access to equity. Respondents indicate moderate satisfaction with services related to Planning/Research/Advocacy and Human Resource Development however.

Concerns revolve around the \*‘‘volunteer’’ nature of committees that are driving this process and the lack of staff resources to co-ordinate, integrate and implement initiatives in a strategic fashion. The lack of funding for these areas was also cited as a concern. The majority of respondents felt that access to credit could also be improved, particularly with regard to high risk or micro lending.

### LINKED CHARACTERISTICS

# 8 The community is self reliant and looks to itself and its own resources to address major issues.

#11 Organizations in the community have developed partnerships and collaborative working relationships.

#14 The community has a strategy for increasing independent, local ownership.

#18 The community has a CED Plan that guides its development.

#20 There is ongoing action toward achieving the communities strategic goals

### DATA INTERPRETATION CONSIDERATIONS

It is important to probe for examples here as well. Although the community has access to several sources of credit, this area continues to be of concern to some. Interviewers will need to find out why.



## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 11: Organizations in the community have developed partnerships and collaborative relationships.**

Indicators	Community Results
a. Number and quality of relationships	<p>N=6 organizations (Child Dev. Centre, Community Futures, Community Services, Friendship Centre, College, Chamber)</p> <p>N=4 committees (LEADS, Soc. Planning Council, Ec. Dev. Committee, Forest Round Table) plus many, many other "groups" undertaking their own projects</p> <p><i>Very few organizational maps were returned.</i></p>
b. Degree to which people perceive that there are good working relationships between community organizations	<p style="text-align: right;"><b># Responses</b></p> <hr/> <p>Yes: completely satisfactory 2</p> <p>Yes but not completely satisfactory 4</p> <p>Somewhat but needs attention 7</p> <p>Not at all: not satisfactory 2</p> <p>Don't know 0</p>
c. Degree to which people perceive that conflict between organizations is well managed	<p style="text-align: right;"><b># Responses</b></p> <hr/> <p>Yes: completely satisfactory 1</p> <p>Yes but not completely satisfactory 5</p> <p>Somewhat but needs attention 8</p> <p>Not at all: not satisfactory 0</p> <p>Don't know 0</p>

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 11: Organizations in the community have developed partnerships and collaborative relationships. (Cont'd)

#### INTERPRETATION

Co-operation and collaboration between organizations is seen as needing some attention, although some suggested that this was an area that is beginning to improve. Organizations are challenged by wanting to co-operate, but having to compete for limited funding. It was suggested that one organization no longer gets as many requests for letters of support from other organizations because organizations do not want to “tip each other off” about available funding for fear of competition.

LEADS was cited as a good networking venue for organizations, but that members need to take it further and begin to look at how they can co-operate around common goals. There is very little co-operation or cross over between social service and economic development organizations in the community. The Chamber and Ec. Dev. Committee are largely business people, while LEADS and the newly formed Social Planning Council represent labour market and social service providers.

The conflict between the Snowmobilers and the Back Country Skiers was also cited as an example of poor working relationships and badly managed conflict – although some perceived the final solution/agreement as a positive indicator of how conflict was handled and were not bothered by the nature of the conflict that preceded it. In general, conflict is avoided, although some suggested that there was not enough collaboration to result in any real opportunity for conflict.

#### LINKED CHARACTERISTICS

#22 There is a spirit of mutual assistance and co-operation in the community.

#10 There is a variety of CED organizations in the community such that the key functions of Planning/Research/Advocacy, Human Resource Development, Credit Provision, Access to Equity, and Infrastructure are well served.

#22 There is ongoing action toward achieving the goals in the CED plan.

#22 Organizations use the CED plan to guide their actions.

#### DATA INTERPRETATION CONSIDERATIONS

Noting which organizations are dissatisfied and looking at their links within the community might provide further understanding of this aspect in the community. It is also important to remember that “satisfaction” is relative to the expectations of each respondent and their respective involvement in organizations. The degree to which this impacts on other characteristics should also be explored. While this examination of organizational links can provide some clues for further discussion, it should not be considered as a complete picture.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 12: Employment in the community is diversified beyond a single employer.**

Indicators	Community Results	
Percentage of total working population employed by top 5 employers	<b># Employees</b>	<b>% Labour Force</b>
	<b>Top 5 employers:</b>	
	Pacific Inland Resources	565
	Skeena Cellulose	200
	Government	265
		20%
		7%
		9%

\* Labour force based on 1996 data: 2,870

### INTERPRETATION

The community has a more diverse economy than some other nearby communities as a result of the agriculture in the area and the government services that are located there. Two of the largest employers however, fall within the forest sector, resulting in substantial direct (27% employment) and secondary impact if one or both of them experienced difficulty.

### LINKED CHARACTERISTICS

- #13 Major employers in the community are locally owned.
- #14 The community has a strategy for increasing independent, local ownership.

### DATA INTERPRETATION CONSIDERATIONS

It is important to consider the nature of the employment provided by large employers in the community and potential impacts of one sector on another. In this case, many self-employed contractors and potentially government employees could be directly impacted by decline in either of the two large forest companies.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 13: Major employers in the community are locally owned.**

Indicators	Community Results
Percentage of top 5 private sector employers that are locally owned	<p>ABC Consulting: 43 seasonally, 36 stable                      X Cedar Products: shut down - normally 12 or so                      Largest Hotel: 75 seasonally, 65 stable</p> <p>Above private sector, locally owned employment is 4% of labour force.</p> <p>* large number self-employed through small business, however this figure is not available</p>

### INTERPRETATION

Other than their small business sector (and a large number of home-based consultants), there is no substantial local ownership within any major employment sector in the community.

Many of the forest sector contractors and other small businesses in the community would inevitably be threatened by a forest sector closure - making diversification outside of this sector important.

### LINKED CHARACTERISTICS

- #12 Employment in the community is diversified beyond a single, large employer.
- #14 The community has a strategy for increasing independent, local ownership.

### DATA INTERPRETATION CONSIDERATIONS

The data from Characteristics 12 and 14 needs to be considered when interpreting results from this characteristic. Generally, diversification efforts should not be focussed solely on large, outside firms as this creates dependence on yet another company with no local loyalty or attachment. Diversification efforts should also include expansion of those locally owned firms with potential to do so.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 14: The community has a strategy for increasing local ownership.**

Indicators	Community Results
a. The municipality, RD, and economic development organizations include local ownership in their strategy	Yes: examples include resistance to large chain store coming in & sale of ski hill to local group rather than foreign investors; also part of Strategy
b. There is a community strategy to assist with local business succession planning	No
c. There is a community strategy to identify and assist businesses in danger of closing	No

### INTERPRETATION

Local ownership is valued in this community as evidenced by the above examples. The Town take over of the airport would also support the growth of locally owned and operated ventures. There are however, no initiatives to identify and assist businesses that are struggling or those in danger of closing due to retirement.

Currently, there is one family run Furniture store selling out all stock in preparation for such a closure. Several jobs and a valued local service will be lost as a result. Several other small businesses have also closed in recent months.

### LINKED CHARACTERISTICS

#12 Employment in the community is diversified beyond a single, large employer.

#13 Major employers in the community are locally owned.

### DATA INTERPRETATION CONSIDERATIONS

While local ownership is valued in this community, there is also a sense that the business community is fiercely independent and not always open to “interference”. This contextual information is important for the community to be aware of if they intend to address this issue. The interviews will often provide information or “clues” of this nature, that are helpful if and when solutions are sought, but may not be critical to the initial data analysis.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 15: There is openness to alternative ways of earning a living and economic activity.**

Indicators	Community Results	
a. The community owns a major asset which it operates for the social and economic benefit of the community	Airport – recent takeover from government Subdivision & Fall Fair Grounds also cited, but community benefits are unclear.	
b. Degree to which people perceive there to be an openness to alternative ways of earning a living	<b># Responses</b>	
	Yes: completely satisfactory	4
	Yes but not completely satisfactory	9
	Somewhat but needs attention	1
	Not at all: not satisfactory	0
	Don't know	0
Perceived employee preference for separation funds in light of a major closure	<b># Responses</b>	
	Take one lump sum	3
	Reduced sum plus retraining funds	7
	Amortized payments over time	2
	Don't Know	2
c. Degree to which people perceive that the community is open to alternative forms of economic diversification (in light of a major closure)	<b># Responses</b>	
	Attract another large employer	4
	Invest in other local opportunities	6
	Support small business development	1
	Support alternative exchange (e.g. barter)	2
	Don't Know	1

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 15: There is openness to alternative ways of earning a living and economic activity. (Cont'd)**

### INTERPRETATION

The Town take over of the airport is seen as a significant first step in accomplishing 2 goals in the Strategy: an aviation training centre and a GPS approach for the airport. In response to a major plant closure, almost half the respondents thought that the community would support additional investments in other opportunities. Some suggested that the community would not be able to afford such investments in that situation. It is interesting to note that support for small business was not a popular option - less popular in fact than support for alternative exchange markets. Many respondents suggested that they thought the community would do all 4 of the options provided.

The community is reflective of the individuals who live here, and the public is seen as very open to alternative ways of earning a living. The community has an unusually high proportion of home based consultants, and many others who have lost jobs in the last few years have chosen to stay and combined some employment with self-employment in order to earn a living. The high regard for education is reflected again in predicted employee responses to a closure, with fully half choosing the lower payout with additional funds for retraining.

### LINKED CHARACTERISTICS

- #14 The community has a strategy for increasing independent, local ownership.
- #19 Citizens are involved in the creation and implementation of the community vision and goals.
- #23 The community adopts a development approach that encompasses all segments of the population.

### DATA INTERPRETATION CONSIDERATIONS

There are a range of options for communities on the development scale moving from traditional "smoke stack chasing" to support for economic exchange approaches such as barter. The strategies a community employs must be selected to meet local needs and will vary from one community to another. The level of readiness for, or openness to, any given strategy is a consideration in the selection of strategies. Communities with higher openness will have more viable options to choose from and a much easier time getting local support for implementation and risk-taking (such as municipal ownership of large assets).

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 16: The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address identified areas of weakness.**

Indicators	Community Results	
Degree to which people perceive that external resources (human & financial) have successfully been accessed in order to address local gaps and accomplish goals		# Responses
	Yes: completely satisfactory	1
	Yes but not completely satisfactory	8
	Somewhat but needs attention	3
	Not at all: not satisfactory	1
	Don't know	1

### INTERPRETATION

The majority of respondents felt this area required improvement. Previously mentioned issues, such as the lack of a local HRDC office, and general isolation from many of the funding sources continue to challenge the community. More effort needs to be put into identifying and leveraging outside funding.

With regard to human resources, some suggested that the question should be how well used local expertise is, while others thought that local expertise was sometimes used even if they weren't the best person for the job.

Both these comments suggest that the community may be reluctant to access outside resources, even when it might be necessary to accomplish a goal.

Successful communities build on internal strengths, while simultaneously increasing knowledge of and access to external resources that meet their needs.

### LINKED CHARACTERISTICS

#17 The community is aware of its competitive position in the broader economy.

#20 There is on-going action toward achieving the communities strategic goals.

### DATA INTERPRETATION CONSIDERATIONS

The use of external resources must be guided by the goals in the CED plan. Strengthening access to external resources is one strategy that might be employed to accomplish a specific goal, it does not occur in a vacuum.



## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 17: The community is aware of its competitive position in the broader community.**

Indicators	Community Results
a. The community has a buy local campaign	Yes, co-ordinated by the Merchants Association
b. The degree of economic leakage out of the community has been identified and analyzed	No
c. Niche markets have been identified to assist the community in taking advantage of its strengths	Yes - although the priority or strategic sequence of focus on these opportunities is not clear to most

### INTERPRETATION

The economic development organizations in the community have done a great deal of work in this area and the opportunities seem to be clear to most people interviewed. Once again however, comments were made around the lack of staff to implement or complete further analysis - such as a leakage study.

### LINKED CHARACTERISTICS

- #16 The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address identified areas of weakness.
- #18 The community has a CED plan that guides its development.

### DATA INTERPRETATION CONSIDERATIONS

Again, the contextual information is helpful in assessing the extent to which this characteristic exists in the community. A weakness in this area would also be reflected in the CED plan.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 18: The community has a Community Economic Development (CED) plan that guides its development.**

Indicators	Community Results
a. A COMMUNITY WIDE economic development plan exists	Yes
b. The CED plan reflects all aspects of good planning practice which are: <ul style="list-style-type: none"> <li>▪ Clearly articulated community vision/mission</li> <li>▪ Statement of community values</li> <li>▪ Comprehensive analysis of community strengths and weaknesses, opportunities and threats</li> <li>▪ Description of clear community goals and objectives</li> <li>▪ An associated operational plan built around community economic development strategies</li> <li>▪ A plan for community based evaluation of achievements</li> <li>▪ The plan addresses all aspects of the community</li> </ul>	<p>Somewhat, the vision is detailed as a list of aspects the community values</p> <p>No</p> <p>Yes, although no analysis has been done specific to the CED function areas and the level of service/resources available to accomplish the goals.</p> <p>No - plan lacks goals or objectives - theme areas identified and lists of projects under each area</p> <p>Yes - each project includes a timeline and cost estimates. Organizations are named as participants in the project, however no lead organization is named.</p> <p>Yes</p> <p>Somewhat - includes social housing &amp; a social planning council as projects - will the social planning council develop a strategy for addressing unemployment &amp; other social issues?</p>

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 18: The community has a Community Economic Development (CED) plan that guides its development (Cont'd)

#### INTERPRETATION

8 out of 10 respondents who were familiar enough with the Strategy to comment, thought it could be more comprehensive in its approach to community economic development. The Social Planning Council has just been formed and is seen as a positive step in that direction. The fact that many respondents were not familiar with the detail in the plan suggest it is not widely used.

The creation of the Community Economic Development (CED) Strategy was led by the Chamber and their Economic Development Committee. The vision includes a long list of characteristics, some of which are at odds with each other, and could be stronger. The SWAT analysis is fairly comprehensive, although organizational capacity within each function area of CED is not analyzed. The lack of clear roles, responsibilities and organizational resources was a reoccurring theme within the interviews. The "project orientation" of the Strategy is also weak in that clear, long term goals and objectives have not been articulated. Typically, the projects should flow from - and be designed to address – broader community goals. Prioritizing projects will also result in a clearer focus of limited resources on "first things first". The action plan is fairly detailed, although it lacks the definition of lead organizations to tackle the projects. This gap plays into the sense of competition between organizations.

#### LINKED CHARACTERISTICS

#10 There is a variety of CED organizations in the community such that the key CED functions are well served.

#17 The community is aware of its competitive position in the broader economy.

#### DATA INTERPRETATION CONSIDERATIONS

The analysis of the plan itself is best done by someone who was not involved in its development and who has some expertise in CED planning. Awareness of the gaps in the plan is often enough to assist those who are implementing it, in that they may want to address some of the gaps prior to implementation. This indicator is not intended to suggest that communities should completely redo their CED plan.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 19: Citizens are involved in the creation and implementation of the community vision and goals.**

Indicators	Community Results										
a. Number of participants attending community visioning and planning meetings	not available, but sense is that many did participate										
b. Number of mechanisms for public input into community vision and goals	3 – survey, focus groups, community meetings										
c. Number of volunteers who participate in groups/committees/etc. that are implementing initiatives in the CED plan	<table> <tr> <td>Chamber Board:</td> <td>10</td> </tr> <tr> <td>EDC:</td> <td>9</td> </tr> <tr> <td>Soc. Planning Council:</td> <td>?</td> </tr> <tr> <td>Friendship Centre:</td> <td>?</td> </tr> <tr> <td>Forest Round Table:</td> <td>varies – up to 9?</td> </tr> </table>	Chamber Board:	10	EDC:	9	Soc. Planning Council:	?	Friendship Centre:	?	Forest Round Table:	varies – up to 9?
Chamber Board:	10										
EDC:	9										
Soc. Planning Council:	?										
Friendship Centre:	?										
Forest Round Table:	varies – up to 9?										
d. Degree to which people perceive that the public was involved in the creation and implementation of community vision and goals	<p style="text-align: right;"><b># Responses</b></p> <table> <tr> <td>Yes: completely satisfactory</td> <td>4</td> </tr> <tr> <td>Yes but not completely satisfactory</td> <td>3</td> </tr> <tr> <td>Somewhat but needs attention</td> <td>2</td> </tr> <tr> <td>Not at all: not satisfactory</td> <td>1</td> </tr> <tr> <td>Don't know</td> <td>4</td> </tr> </table>	Yes: completely satisfactory	4	Yes but not completely satisfactory	3	Somewhat but needs attention	2	Not at all: not satisfactory	1	Don't know	4
Yes: completely satisfactory	4										
Yes but not completely satisfactory	3										
Somewhat but needs attention	2										
Not at all: not satisfactory	1										
Don't know	4										

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 19: Citizens are involved in the creation and implementation of the community vision and goals. (Cont'd)

#### INTERPRETATION

7 of the 10 respondents who were familiar with the strategy creation and implementation process were relatively pleased with the level of community involvement. Comments were made that in spite of the many opportunities provided for participation, there were still large segments of the community that had not been involved, and that it was difficult to get people to care about such a broad concept. As implementation proceeds, further efforts to identify a broader range of stakeholders for each project should continue.

#### LINKED CHARACTERISTICS

- #3 Community members are involved in significant community decisions.
- #8 The community is self reliant and looks to itself and its own resources to address major issues.
- #23 The community adopts a development approach that encompasses all segments of the population.

#### DATA INTERPRETATION CONSIDERATIONS

Most communities struggle with motivating and mobilizing community members around community economic development. Involving citizens often requires more time and effort than doing it ourselves, but it is a critical aspect of successful implementation and the only way to increase the community capacity for strengthening economic self reliance in the long term.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 20: There is on-going action towards achieving the goals in the CED Plan.**

Indicators	Community Results
a. Number of initiatives from the plan that have been acted on in the last year	8 out of 46 projects have been completed or are in the process of being addressed
b. Degree to which there is a perception that the plan is being realized	<b># Responses</b>
	Yes: completely satisfactory 0
	Yes but not completely satisfactory 4
	Somewhat but needs attention 7
	Not at all: not satisfactory 1
	Don't know 2

### INTERPRETATION

In spite of the number of projects that have moved forward in less than a year, there is a sense that more could be done and faster! Whether this is realistic or not is unclear, but many believed that additional staff resources were required to co-ordinate, support and communicate results. Although community involvement on a variety of committee's is high, volunteers lack the time to focus on implementation to the extent that they would like. This lack of satisfaction could also be linked to the low awareness of and understanding of the plan indicated in Characteristic 22.

### LINKED CHARACTERISTICS

- #8 The community is self reliant and looks to its own resources to address major issues.
- #10 There is a variety of CED organizations such that the key CED functions are well served.
- #11 Organizations in the community have developed partnerships and collaborative working relationships.
- #22 Organizations use the CED plan to guide their actions.

### DATA INTERPRETATION CONSIDERATIONS

Implementation of a plan is a complex task. The issues underlying this Characteristic are often linked to the level of satisfaction around Characteristics 10 and 11. Obviously there could be other issues at work here, such as lack of funding, so this Characteristic needs to be viewed as a reflection of both weaknesses and strengths in other areas.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 21: There is regular evaluation of progress against the communities strategic goals.**

Indicators	Community Results
Evaluation of community accomplishments against goals has been conducted in the last year	No - the CED plan was developed in 1998 so is less than a year old.

### INTERPRETATION

The accomplishments from the plan have not yet been evaluated. The project orientation could lead to a checklist approach to evaluation - simply identifying which ones have been completed. When the time comes, those involved in the process will need to work to identify specific outcomes, and ask what can be learned from the experiences to date in order to build on and increase the knowledge and skills that currently exist around CED in the community.

### LINKED CHARACTERISTICS

#20 There is ongoing action toward achieving the goals in the CED plan.

### DATA INTERPRETATION CONSIDERATIONS

In addition to whether or not an evaluation has been completed, the nature of that evaluation should also be explored. Identifying that tasks have been completed does not serve to measure results or impacts and will not provide a clear understanding of benefits for the broader community. The CED plan needs to include anticipated, measurable outcomes for each objective or project. Such an evaluation can provide valuable information for future funding and for increased public support for economic development.

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

### CHARACTERISTIC 22: Organizations use the CED plan to guide their actions.

Indicators	Community Results
a. Percentage of organizations who work from the CED plan or who integrate it into their own planning process	3 organizations (less than 50% of primary organizations) specifically use or integrate the Strategy into their own planning: CFDC, Chamber, College
b. Degree to which community organizations are perceived to be working toward achieving the goals in the CED plan	<b># Responses</b>
	Yes: completely satisfactory 0
	Yes but not completely satisfactory 2
	Somewhat but needs attention 6
	Not at all: not satisfactory 3
	Don't know 2

#### INTERPRETATION

There is a sense that organizations in the community are beginning to come together around the Strategy and some form of common vision. Social organizations continue to perceive that the emphasis is more on traditional economic development than it is on people - or a comprehensive view of "community". When asked what the common vision was, responses were related to motherhood benefits such as healthy, vibrant community and quality of life.

Organizations have yet to come together around a more specific vision and clearly stated goals. Integrating social organizations into CED planning and identifying lead organizations for the projects might help to broaden the understanding around the goals and focus the efforts required to accomplish them. The "buy in" of the Town and their role in implementation of the Strategy is also unclear to most.

#### LINKED CHARACTERISTICS

#11 Organizations in the community have developed partnerships and collaborative working relationships.

#20 There is ongoing action toward achieving the goals in the CED plan.

#### DATA INTERPRETATION CONSIDERATIONS

Clearly, a lack of understanding of and support for the CED plan in a community will result in less commitment from organizations and therefore less focussed action around the goals. Involving all organizations in the development of the plan, and ensuring that it addresses their concerns and maximizes their strengths for implementation, is the best way to build awareness of benefits and commitment to the plan. It also helps to ensure that implementation is comprehensive and coordinated.



## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 23: The community adopts a development approach that encompasses all segments of the population.**

Indicators	Community Results										
a. The degree to which people perceive that the CED plan addresses the needs of marginalized people in the community	<p style="text-align: right;"><b># Responses</b></p> <hr/> <table border="0"> <tr> <td>Yes: completely satisfactory</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Yes but not completely satisfactory</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Somewhat but needs attention</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Not at all: not satisfactory</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Don't know</td> <td style="text-align: right;">3</td> </tr> </table>	Yes: completely satisfactory	0	Yes but not completely satisfactory	4	Somewhat but needs attention	4	Not at all: not satisfactory	3	Don't know	3
Yes: completely satisfactory	0										
Yes but not completely satisfactory	4										
Somewhat but needs attention	4										
Not at all: not satisfactory	3										
Don't know	3										
b. Number of organizations/groups in the community that address the economic interests of low income people	<p><i># of Groups: There are approximately 50 groups, organizations and programs that serve low income, disabled, single parents etc.</i></p> <p><i>Estimates are that of these, there are 4 organizations (delivering a range of programs) that are specifically working to address the economic interests of low income people: Friendship Centre, Community Services, Housing Society, Anti-Poverty Group</i></p> <p>Sources: Community Directory</p>										
c. The degree to which people perceive that there is an on-going structured dialogue between economic development and social service agencies	<p style="text-align: right;"><b># Responses</b></p> <hr/> <table border="0"> <tr> <td>Yes: completely satisfactory</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Yes but not completely satisfactory</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Somewhat but needs attention</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Not at all: not satisfactory</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Don't know</td> <td style="text-align: right;">2</td> </tr> </table>	Yes: completely satisfactory	0	Yes but not completely satisfactory	5	Somewhat but needs attention	6	Not at all: not satisfactory	1	Don't know	2
Yes: completely satisfactory	0										
Yes but not completely satisfactory	5										
Somewhat but needs attention	6										
Not at all: not satisfactory	1										
Don't know	2										

## WORKSHEET 8: PORTRAIT OF COMMUNITY RESILIENCE (CONT'D)

**CHARACTERISTIC 23: The community adopts a development approach that encompasses all segments of the population. (Cont'd)**

### INTERPRETATION

As suggested by most of the respondents, the communication and co-operation between economic development and social service agencies could be improved - although several suggested it has been getting better recently. Co-operation of this nature would certainly help to identify the barriers facing unemployed people in the community and begin the process of working with those individuals in order to strengthen their economic self-reliance. Although several specific programs or services exist in the community to address the economic needs of low-income people, these groups are not strategically linked with either the CED plan implementation, or the ongoing planning efforts of the Economic Development Committee. The Ministry of Human Resources has suggested that they have 500 people in receipt of social assistance through the local office - this is 15% of the adult population, and a significant portion of the community - not including those in receipt of EI Benefits.

### LINKED CHARACTERISTICS

- #3 Community members are involved in significant community decisions.
- #8 The community is self reliant and looks to itself and its own resources to address major issues.

### DATA INTERPRETATION CONSIDERATIONS

Long term resilience and economic stability are affected by social issues such as literacy and housing. Increasing the quality of life and economic independence of low income people strengthens the whole community. Involving these groups in strategies to address poverty is likely to increase their participation in other areas of community life.



# Worksheet 9: Setting Community Priorities

## THE WORKSHOP AGENDA

*This agenda is intended as a guide only, and should be adapted to meet your community needs.*

1. Welcome and Introductions.
2. History of the Resilience Project in your community.
3. Review of the agenda, timing & objectives for this session.

**Option:**

*Introduction to CED, Functions and/or other community background information.*

4. Individual ranking of strength and weakness priorities (top 3 for both). (See [Resilience Strength and Weaknesses](#) on page 2-82.)

**Option:**

*This can be accomplished using either the Summary or the actual Portrait. In either case you should have copies of the Portrait for all participants who want one. You should encourage participants to refer to the detailed data to highlight and reflect on issues however, and use this data as a starting point for their own analysis.*

## THE WORKSHOP AGENDA

5. Group discussion and further ranking of strength and weakness priorities including the linkages to other characteristics and other local issues.

### **Option:**

*With many people, you will need to establish small groups of 5 or 6 that will discuss their individual choices and arrive at a group selection of 3 strengths and weaknesses. In this case, each group will report back and you may need further discussion with the whole group in order to arrive at the final list of priorities. Fewer participants will allow you to complete this step as a plenary with the whole group.*

6. Summary of priority weaknesses and development of issue statements or themes by the whole group. The issue statements “flesh out” the weakness identified so that it reflects links between characteristics and with other local issues or goals.
7. Small groups (or full group if numbers permit) rate issues against criteria in order to arrive at one or two top priorities and each group reports back their results and rationale. (See [Small Group Ranking Exercise](#) on page 2-87.)
8. Next steps: Who needs to be involved in the planning process? (See [Analysis of Organizational Leadership](#) on page 2-90.)  
What other information do you need to develop an action plan, and who will do this research?

## RESILIENCE STRENGTH AND WEAKNESSES

Please review the following list of resilience characteristics and identify your selections for the top three strengths and weaknesses that you believe to exist in your community. You may want to note “S” or “W” beside each characteristic as you read the list for the first time and then go back over the list in order to select the top three strengths and weaknesses.

Use the information that you have in front of you in the Portrait of Resilience and the Summary, and your own sense of the significance of the impact of each characteristic on resilience in your community. Please note DK for Don’t Know if you do not have a sense of this aspect of your community.

Resilience Characteristics	Description	Ranking S or W
<b>Dimension 1: The People in your Community</b>		
1. Leadership, both formal elected and informal organizational, is diversified and representative of the age, gender and cultural composition of the community.	In resilient communities, leadership represents appropriately, all citizens within the community: their decisions are fair and balanced and take into account the many needs, aspirations and values of people in the community.	
2. Elected community leadership is visionary, shares power and builds consensus.	In resilient communities, leaders understand the importance of creating a clear vision for the future and sharing the responsibility of power. They use techniques such as consensus building to ensure that community initiatives have the support and the buy-in of community members. In doing so, they minimize the potential for, and negative consequences of, conflict.	
3. Community members are involved in significant community decisions.	In resilient communities, citizens have avenues open to them to express their opinions in a productive and positive manner. Community leaders work to encourage participation from all segments of the community and use this input as a guide for their decisions. Community decisions are therefore more reflective of the wide variety of views and opinions in the community.	
4. The community feels a sense of pride.	In resilient communities, people feel a sense of pride which is demonstrated in the care with which they maintain their community and the energy and commitment they give to events such as community festivals and celebrations.	

**RESILIENCE STRENGTH AND WEAKNESSES (Cont'd)**

Resilience Characteristics	Description	Ranking S or W
<b>Dimension 1: The People in your Community (Cont'd)</b>		
5. People feel optimistic about the future of the community.	In resilient communities, people have a sense that the future looks bright and that their community has great potential to develop and change. This positive energy is important to enabling the community to adapt and change. It is also important as it encourages a greater investment by people in their community and its future.	
6. There is a spirit of mutual assistance and co-operation in the community.	In resilient communities, people make an effort to work together and help each other in times of difficulty. Local issues and problems are owned by the community and people take it upon themselves to do something about them.	
7. People feel a sense of attachment to their community.	In resilient communities, people perceive that they are there for the long term and therefore invest their time, energy and money in improving the community.	
8. The community is self-reliant and looks to itself and its own resources to address major issues.	In resilient communities, people perceive that the future of the community is in their hands. Though external support might be sought, people seek out and use productively the skills, expertise and finance available in the community to address issues and problems that are important to the citizens.	
9. There is a strong belief in and support for education at all levels.	In resilient communities, education at all levels is valued and supported. Children are encouraged to participate and excel in school. Adults are provided with a range of services to support life long learning, career change and skills upgrading. There is a curiosity or "thirst for knowledge" within the community.	

## RESILIENCE STRENGTH AND WEAKNESSES (Cont'd)

Resilience Characteristics	Description	Ranking S or W
<b>Dimension 2: The Organizations in your Community</b>		
10. There are a variety of CED organizations in the community such that the key CED functions are well served.	Resilient communities recognize the importance of a range of strong organizations in the community to support and encourage local development. Effort is made to provide a full range of services so that all aspects of a Community Economic Development approach can be pursued successfully.	
11. Organizations in the community have developed partnerships and collaborative working relationships.	In resilient communities, organizations recognize that conflict is costly and consciously work together to resolve issues. Collaborative working relationships result in efficient use of limited resources and more effective and creative effort toward accomplishing the common goals.	
<b>Dimension 3: The Resources in your Community</b>		
12. Employment in the community is diversified beyond a single, large employer.	Resilient communities are aware of the risks associated with reliance on a single, large employer and emphasize economic diversification by supporting employment in smaller companies and active promotion of local ownership.	
13. Major employers in the community are locally owned.	In resilient communities, there is a high degree of local control over economic activities and resources. These resources are used to improve all aspects of community life.	
14. The community has a strategy for increasing independent local ownership.	In resilient communities, the importance of local control over resources is explicitly recognized and the community works to increase local control through a range of strategies and initiatives. These communities emphasize retaining and expanding existing businesses as well as supporting the development of new ones.	
15. There is openness to alternative ways of earning a living and economic activity.	Resilient communities demonstrate an openness to alternative development approaches, such as micro enterprise, dispersed ownership of community assets, and self-employment. This openness signals a readiness to shift away from dependency on large, externally owned companies.	

## RESILIENCE STRENGTH AND WEAKNESSES (Cont'd)

Resilience Characteristics	Description	Ranking S or W
<b>Dimension 3: The Resources in your Community (cont'd)</b>		
16. The community looks outside itself to seek and secure resources (skills, expertise, finance) that will address identified areas of weakness.	In resilient communities, optimal use of local resources and skills is balanced by careful use of external resources and information, required to address local gaps and accomplish local goals. Resilient communities are informed about, and have the connections to access outside resources.	
17. The community is aware of its competitive position in the broader economy.	Resilient communities have identified and build on their strengths in relation to other communities and regions. They aren't afraid to compare themselves to others as a means of identifying opportunities and focussing local initiatives. They also co-operate with other communities when appropriate, combining resources to address a common goal.	
<b>Dimension 4: Community Process</b>		
18. The community has a Community Economic Development (CED) Plan that guides its development.	In resilient communities, a CED plan is a critical tool for providing direction and unity to all individuals and organizations. It is a means for ensuring a common vision among community members and maximizing resource allocation to gain the greatest community impact. It reflects the needs of all segments of the community and analysis of actual opportunities.	
19. Citizens are involved in the creation and implementation of the community vision and goals.	Resilient communities take a long term, comprehensive approach to building active public participation in the development and implementation of their goals. They know this increases knowledge of and capacity for appropriate development approaches in their community.	
20. There is on going action towards achieving the goals in the CED plan.	Resilient communities know that visible results breed optimism and a sense of self-reliance. They focus on both short and long term goals and objectives. Implementation in these communities is co-ordinated and there is support for the organizations or groups involved.	



## RESILIENCE STRENGTH AND WEAKNESSES (Cont'd)

Resilience Characteristics	Description	Ranking S or W
<b>Dimension 4: Community Process (cont'd)</b>		
21. There is a regular evaluation of progress towards the community's strategic goals.	Resilient communities view their CED efforts as an ongoing learning and capacity building process, so they have built in evaluation criteria and procedures. Evaluation is also important as a means of identifying results and benefits in order to communicate them to the public.	
22. Organizations use the CED plan to guide their actions.	In resilient communities, the CED plan is integrated into the individual plans of every community organization. It becomes a working document for ongoing decision-making and allocation of resources. This is more likely to occur if those organizations have been involved in the development of the plan and are familiar with the goals and objectives in it.	
23. The community adopts a development approach that encompasses all segments of the population.	In resilient communities, the connection between unemployment and poverty and the economic stability of the community is understood. These communities adopt a CED approach as a way of integrating and strengthening the economic self-reliance of all aspects of their community.	

### CRITERIA FOR PRIORITIZING RESILIENCE ISSUES

The major weaknesses that came out of the discussion of your Community Portrait need to be prioritized. Which are the most important? Which need to have substantial time and resources dedicated to them? The prioritized list will form a very important part of your community's planning process with a view to increasing your resilience. When you begin to develop strategies to address your priorities, you will also want to consider the strengths that have been identified and how those characteristics might be helpful in some way. At this time however, you will be looking primarily at the predominant weaknesses.

To prioritize the resilience characteristics and the related issues, we will use the criteria on the next page. For each criterion, there are two questions. The answers to each question can be rated according to the system described in the table.

It will be easier for participants to rate the priorities if the Rating System and the Prioritizing Form are copied on two pages, rather than back to back on one page. This allows participants to view the Rating System while they work on the Prioritizing Form.

## SMALL GROUP RANKING EXERCISE

Criteria	Questions	Ranking S or W
Change over time	Is the issue new or old?	N or O
	If old, how long has it been an issue?	# Years
Linkages	# of other characteristics this issue is related to?	> 5 – High 3-4 – Medium < 2 – Low
	Degree of connection to other community issues?	>5 – High 3-4 – Medium < 2 – Low
Practicality	Readiness of the community to act? (Discuss: Who needs to act/support/etc.?)	Need perceived and action planned or started – High Need perceived, no action taken – Medium No need perceived –Low
	Consequences if nothing were done?	Negative consequences substantial – High Negative consequences probable – Medium Negative consequences unlikely – Low

**SMALL GROUP RANKING EXERCISE**

Resilience Issues	Change Over Time	Links with other Characteristics	Links with other Local Issues	Readiness of Community to Act	Consequences of Not Acting
	N or O	H M L	H M L	H M L	H M L
	# years:	#'s:	What:		
	N or O	H M L	H M L	H M L	H M L
	# years:	#'s:	What:		
	N or O	H M L	H M L	H M L	H M L
	# years:	#'s:	What:		
	N or O	H M L	H M L	H M L	H M L
	# years:	#'s:	What:		

## A DEFINITION OF RESILIENCE

*A resilient community is one that takes intentional action to enhance the personal and collective capacity of its citizens and institutions to respond to, and influence the course of social and economic change.*

Resilience is the way in which internal characteristics support or inhibit a community from taking intentional action. Internal characteristics can be strengthened, or changed.

Resilience is also impacted by external characteristics or stresses such as the provincial devolution of responsibilities and the influence of world markets to name a few. These affect some communities more than others.

Resilience is important because understanding it can help us to identify how a community can best act to strengthen its response to social and economic change.

Resilience is a continuum. Each community has some degree of resilience. Even very resilient communities may have weaknesses that could be addressed.

Resilience changes over time as communities are impacted by different stresses at different times. There is a link between resilience and stability, however as your resilience characteristics are strengthened you become more self-reliant and less susceptible to imposed changes.

The tools provided to assist with the examination of resilience in your community are intended, ultimately, to strengthen your ability to steer your future and create long term results from the investment of your resources.

## ANALYSIS OF ORGANIZATIONAL LEADERSHIP CAPACITY

This worksheet will help you think about who should be involved in addressing this priority in your community. Leadership depends on both individuals and organizations with credibility, skills and the energy and commitment to see the process through the rough times! While some thought has already gone into who should be involved in this process, the next step requires that you examine leadership potential and other specific supporting roles.

THE PRIORITY: \_\_\_\_\_

SKILLS (individual & organizational) required to address this? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Important PRINCIPLES that need to be reflected in HOW this is carried out? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. What group or organization has the skills, knowledge and demonstrates the principles required to lead the implementation of this priority – and why?
2. What other groups, organizations or individuals need to be involved in implementing this and why? (Who else could benefit, who else could contribute, who will be affected, etc.)
3. What group(s) or organization(s) (new or existing) will have the best chance of success if they lead this initiative and why?

**SETTING PRIORITIES WORKSHOP - FEEDBACK FORM**

1. What did you like best about this activity?

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2. What did you like the least?

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3. One thing you learned about your community is . . .

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4. The way this activity was designed and conducted was . . .

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5. This activity was successful in determining the current resilience strengths and weaknesses in our community:

- Yes       No       Don't Know



## *Worksheet 10: Planning Workshop*

### THE WORKSHOP AGENDA

1. Welcome and introductions (Review who is not there that is important to the implementation. Ask for volunteers to update them after the workshop.)
2. Review background as required (Decision-Making Workshop results, etc.)
3. Review agenda
4. Presentation and discussion: Draft Goal Statement(s)
5. Additional local research/situation analysis if this has been done.
6. Best Practice principles & approaches (summarized from handouts)
7. Small Groups work through Worksheet One: Analysis of Goals, Outcomes & Resource Requirements. (Allow about 1 hour for groups of 5-7.)
8. Small groups report conclusions by question area – recorded & posted.
9. Discussion re: the most effective and strategic means of addressing this goal (could be small or whole group) and why. (allow about 30 minutes or less – this is usually obvious by this time) This discussion acts as a summary of the previous activity and implications of conclusions.
10. Action Plan: Worksheet two. What are next steps, Who will undertake them, By when (allow at least an hour for this discussion in small groups or as a whole if numbers are small)
11. Summary of action plan with agreement around who will do what by when & what supports are required.
12. Next meeting - or other activity - and who will lead.
13. Evaluations.

## ANALYSIS OF GOALS, OUTCOMES, & RESOURCE REQUIREMENTS

This worksheet is designed as a tool to stimulate discussion in small groups. It is not intended that you come up with details for each question, but that you think - more generally and creatively - about the implications of each question for accomplishing your goal(s). Brainstormed lists are more useful at this stage than wordsmithed perfection! You should also feel free to address the questions in any order that makes sense for you. Please take notes during your discussion.

What is the Goal(s) that has developed from the priorities?

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1. Is the *goal/goals* stated in a way that reflects what you hope to accomplish? If not - change it.
2. Over what period of time will you set out to accomplish this goal/goals?
3. We discussed *additional issues that could be addressed* in the long term if this goal(s) is accomplished. What other issues within the community are connected to this?
4. What specific, *measurable outcomes* do you hope to achieve as a result of accomplishing the goal/goals?
5. What are the main internal (community) and external (outside the community) *barriers* to accomplishing your stated goal/goals?
6. What *resources* (money, buildings, manpower, etc.) do you think will be required to accomplish this goal/goals and which are available locally right now?



## ACTION PLANNING

The Goal is to: \_\_\_\_\_

Tasks	Required Resources	Who to lead?	Who else needs to be involved?	By When?	Comments & Questions

**PLANNING WORKSHOP - FEEDBACK FORM**

1. What did you like best about this activity?

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2. What did you like the least? Why?

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3. One thing you learned about strengthening Community Economic Development in your community is . . .

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4. The way this activity was designed and conducted was . . .

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5. This activity was successful in giving us a clear sense of direction, rationale & specific next steps in addressing our priority:

Yes       No       Not sure

Please provide additional comments on the back.

*Thank You*

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