

CYFAR Core Competencies: Engaging with the Community

Susan Jakes & Autumn Guin
North Carolina State University



Restoring Community to Our Work



“The context that restores community is one of possibility, generosity and gifts rather than one of problem solving, fear and retribution.” (Block, 2008, p.29)

Agenda

- Intro to CYFAR Core Competencies: Engaging with the Community
- What does it mean to belong?
- How do we create a space for belonging, ownership, and commitment?

Engagement with the Community

- Identify assets in the community.
- Build relationships in the community.
- Bring diverse stakeholders together to make complex decisions.
- Assess community change readiness and help track change in the community over time.
- Understand/appreciate cultural, religious, legal or other issues that may affect a program or the people it serves.

Promoting the

CHILD FAMILIES

A blue ribbon approach to tools and resources that enhance and support positive development

- Interactive Learning Modules
- CYFAR Resources
- Common Measures
- Core Competencies**
- About Us
- Glossary

CHILDREN'S HEALTH, AND

CYFAR Core Competencies

- Core Competency Self-Assessment**
- Professional Development Planning and Training Record
- CYFAR Resources
- Certificate of Completion

CYFAR CORE COMPETENCIES AND TRAINING RESOURCES

This section provides a set of tools and resources designed to help you, as a CYFAR front-line staff in identifying your training needs, and putting together your professional development plan to address those needs. Tools are provided to assist you, and your supervisor, develop a "training needs" plan and monitor progress toward completion of that plan. It is recommended that you complete the self-assessment and professional development plan on an annual basis.

A set of skills has been identified for each of the CYFAR core competencies. Professional development resources have been identified for each of these skill areas:

Click each box to learn more about skill areas.

- Personal Readiness
- Engagement with the Community
- Program Design
- Program Implementation
- Program Evaluation

Core Competency Self-Assessment

Engagement with the Community		1	2	3	4	5
I have the knowledge, skills, and/or ability to:						
Identify assets in the community.	Importance to my work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My current skill level:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build relationships in the community.	Importance to my work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My current skill level:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring diverse stakeholders together to make complex decisions.	Importance to my work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My current skill level:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess community change readiness and help track change in the community over time.	Importance to my work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My current skill level:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand/appreciate cultural, religious, legal or other issues that may affect a program or the people it serves.	Importance to my work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My current skill level:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HOW TO COMPLETE THE SELF-ASSESSMENT:

Rate how important each of these skills is to your work, using this scale:	Rate your current skill level for each skill, using the following scale:
Importance to my work	My current skill level
1 = Not important at all	1 = No current skill in this area
2 = A little important	2 = A little skill in this area
3 = Somewhat important	3 = Somewhat skilled
4 = Important	4 = Skilled
5 = Very important	5 = Very skilled

Personal Readiness	
Engagement with the Community	
I have the knowledge, skills, and/or ability to:	1 2 3 4 5
Identify assets in the community.	Importance to my work: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> My current skill level: <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Build relationships in the community.	Importance to my work: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> My current skill level: <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Bring diverse stakeholders together to make complex decisions.	Importance to my work: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> My current skill level: <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Assess community change readiness and help track change in the community over time.	Importance to my work: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> My current skill level: <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Understand/appreciate cultural, religious, legal or other issues that may affect a	Importance to my work: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> My current skill level: <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Program Design	
Program Implementation	
Program Evaluation	

Submit

CORE COMPETENCY SELF-ASSESSMENT FEEDBACK

Below is your personalized improvement plan. Click **each** of the links below to choose the resources that are most appropriate for your development plan. Please print this sheet for your personal training records.

PERSONAL READINESS

The following resources may be useful:

[Understand how my viewpoint may impact and bias my work.](#)

[Work with a variety of people including those of a different race, gender, or ability.](#)

[Identify environmental factors that can impact a person's growth and development.](#)

[Identify factors in a person that can affect his/her growth and development.](#)

[Understand how the availability of resources \(social, financial and political\) can affect a person's access to community support services.](#)

[Identify the professional development opportunities and trainings that I need.](#)

[Maintain a high level of professionalism and ethics in my work.](#)

[Recognize the developmental milestones of the children and youth I serve.](#)

[Recognize the predictors of risk behaviors among the children and youth I serve.](#)

ENGAGEMENT WITH THE COMMUNITY

The following resources may be useful:

[Identify assets in the community.](#)

[Build relationships in the community.](#)

[Bring diverse stakeholders together to make complex decisions.](#)

[Assess community change readiness and help track change in the community over time.](#)

[Understand/appreciate cultural, religious, legal or other issues that may affect a program or the people it serves.](#)



CORE COMPETENCY SELF-ASSESSMENT FEEDBACK

The Kettering Foundation

This website describes the mission of the Kettering Foundation, which seeks to find resources to make democracy function better. It also describes the publications and programs available through the foundation on topics that include public choice, government, community, and public schools.

<http://kettering.org/>

Systems Change: Sounds great, but how do I do it?

We have long been told to not band-aid problems but to seek to understand the “root cause” and seek lasting solutions through changing the “SYSTEM”. This lofty idea is very appealing in theory, but very difficult to put into practice. First and foremost, while we understand systems conceptually, we are often not clear on how they work and what they mean for us. We will define systems change and talk about how systems thinking applies to programs. We will then talk about how to become a systems thinker as we work in communities. Secondly, there is a new compilation of research on systems change in the literature. This workshop will interpret these findings and their applications for children, youth and families programs, focusing on how to identify the key levers of change. We will conclude with a discussion of participant’s experiences with systems change methodology in practice and how CYFERnet can support this difficult and important work.

</resource/systems-change-sounds-great-how-do-i-do-it>

See the World Through My Eyes: Understanding the Child's Journey of Development

This archived recording of a 90-minute webinar is based

Reshaping the Advocacy Direction on Poverty Reduction: Bridging Individual and Community Strategies Bridging Individual and Community Strategies

CYFAR Core Competencies

[Core Competency Self-Assessment](#)
[Professional Development Planning and Training Record](#)
[CYFAR Resources](#)
[Certificate of Completion](#)

CYFAR CORE COMPETENCIES AND TRAINING RESOURCES

This section provides a set of tools and resources designed to help you, as a CYFAR front-line staff in identifying your training needs, and putting together your professional development plan to address those needs. Tools are provided to assist you, and your supervisor, develop a "training

Professional Development Planning and Self-assessment Record of Completion

4

Core Competency 2: Engagement with the Community

I have the knowledge, skills and/or ability to:

B1. Identify assets in the community.

Title of Proposed Professional Development Event/Resource	Instructor/Author	Sponsor/Organization / Institution	Date Attended/ Completed	Notes/Assessment	Date Certificate Received	County Supervisor's Initials

B2. Build relationships in the community.

Title of Proposed Professional Development Event/Resource	Instructor/Author	Sponsor/Organization / Institution	Date Attended/ Completed	Notes/Assessment	Date Certificate Received	County Supervisor's Initials

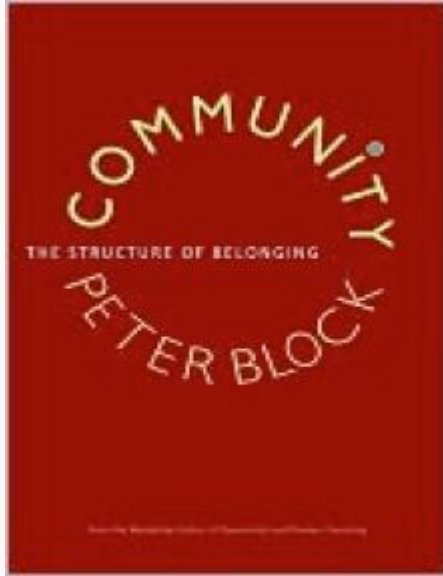
Putting the community competencies to work

What might happen differently if we were to create a place in our communities where people felt they belonged?

- Build relationships in the community.
- Bring diverse stakeholders together to make complex decisions.
- Understand/appreciate cultural, religious, legal or other issues that may affect a program or the people it serves.



Our Source



“The way we change the room is by changing the conversation. Not to just any new conversation, but to one that creates a communal accountability and commitment. And this new conversation is almost always initiated in the form of a question” (p. 111).

Imagine a place where all that were there deeply felt that they belonged, that that place was “for them.”

You were a part of this place and knew too it was for you. There was a connectedness in that belonging. All who might be far out on the margins elsewhere were a part of the center.



Ponder the Possibility

- What is it like to be in that place?
- How do people see themselves differently than they would outside of this place?
- What is most valuable about this place?
- What might the conversations be like in this place?



Belonging

- Belonging means
 - Ownership
 - Coming alongside
 - The whole is available for contribution
- Most of human effort is centered around creating belonging
- Belonging creates openness to commitment, possibility, and engagement



Avoiding Business as Usual

Things to Avoid

- Advice
- Help
- Socially Desirable Answers

Things to Encourage

- Curiosity
- Honesty
- Self-reflection



Five Essential Conversations

- Possibility
- Ownership
- Dissent
- Commitment
- Gifts



Fostering Possibility 101

(BAU: Problem Solving)



Framing Questions:

- 1) What about you or your work brought you to this place/meeting?
- 2) What statement can you make at this moment about what is possible for this work?

Fostering Possibility 201



Framing Question:

What do we want to create together?

Ownership 101

(BAU: Blame)

Framing Questions:

- 1) How important is this work for you?
- 2) What or how much are you willing to give to make the work happen?



Ownership: Stories 102



Framing Questions:

- 1) What is the story about this community or organization that you hear yourself most often telling?
- 2) What are the payoffs you receive from holding onto this story?
- 3) What is your attachment to this story costing you?

Ownership 201



Framing Question:

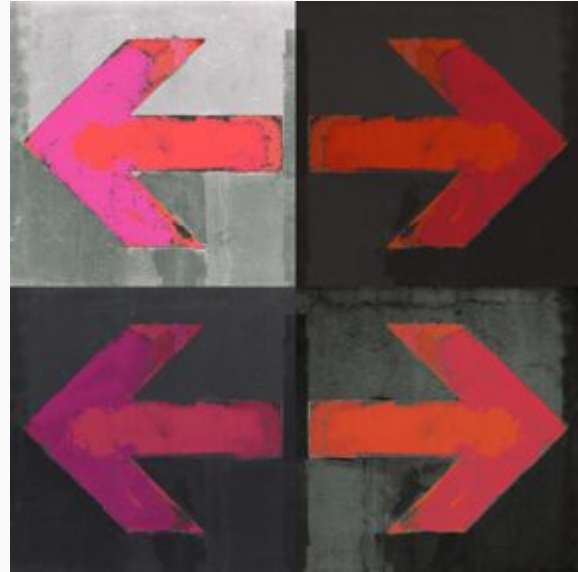
“What have I done to contribute to the very thing I complain about or want to change?” (pp. 129).

Dissent 101

(BAU: Denial & Resignation)

Framing Question:

What is holding you back?



Dissent 201

Framing Question:

What previous obligation do you need to let go?

What boundaries do you need to set?



Commitment 101

(BAU: Lip Service)

Framing Questions:

- 1) What commitments am I willing to make and keep?
- 2) How will I know if the work is successful?
- 3) What am I willing give to this work?
- 4) How will my success or failure impact others?



Commitment 201:

“What is the promise I am willing to make that constitutes a risk or major shift for me?”

...What is the promise or commitment I am unwilling to make?”
(pp. 138)



Gift 101: Others

(BAU: Deficiencies)

Framing Questions:

“What gift have you received from another in this room?”

What has someone in your small group done today that has touched you or moved you or been of value to you?

In what way did a particular person engage you in a way that had meaning?”
(pp. 141)”



Gift 102: Yours

Framing Questions:

- 1) What gift do you hide?
- 2) What gift do others see in you that you do not see in yourself?



Setting the Stage for Engagement

- Invitation
- Space
- Seeking silenced voices
- Ownership conversations
- Accountability



Creating a Welcoming “Space”

“ Community is built when we sit in circles, when there are windows and the walls have signs of life, when every voice can be equally heard and amplified, when we all are on one level—and the chairs have wheels and swivel.”



--Block, 2008, pp. 185

What elements are essential to create a welcoming physical space?





Who do we want to be part of the conversation?

Preparing the Invitation

BAU: Coercion or Force

Framing Question:

What would a risky radical invitation ask?



The Power of Asking

- Invitation is a risky, radical act
- Invitation is a way of being
- Invitation is an act of leadership



Avoiding Business as Usual

Things to Avoid

- Advice
- Help
- Socially Desirable Answers

Things to Encourage

- Curiosity
- Honesty
- Self-reflection



Questions?



Contact:

susan_jakes@ncsu.edu

autumn_guin@ncsu.edu

Credits and References

All images in this presentation used under license from Shutterstock.com

Block, P. (2008). *Community: The Structure of Belonging*. Barrett-Koehler Publishers, Inc., San Francisco, CA.