

# Community Capacity Building

## Board Orientation

### Facilitator Guide



*“We must develop or perish,” said Smallwood in July, 1949. “We must develop or our people will go in the thousands to other parts of Canada. We must create new jobs.... Develop, develop, develop — that’s been my slogan and that will remain my slogan.”*



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## Purpose of the Facilitator's Guide

This guide is designed to assist facilitators to:

- < deliver the workshop as an introduction to the principles, practices and processes of community development; and
- < orientate participants to the expectations, roles and responsibilities of board governance and membership

This guide incorporates workshop exercises and a Participant's Toolkit. The workshop was designed to encourage group discussion and interaction and can be modified to meet the needs of participants.

## Facilitating the Workshop

### *a. Facilitator Profile*

Effective facilitation of this workshop will require:

- < Knowledge and understanding of community development and good governance.
- < Skills in group facilitation. The facilitator will:
  - effectively use a wide variety of facilitation tools, techniques and methods
  - adapt to the needs of the participants
  - establish the environment which will encourage people to participate
  - help the group through the process of: identifying issues; problem solving; making decisions; defining goals and/or objectives and achieving expectations
- < Knowledge and an ability to effectively apply the principles of adult learning

### *b. Participant Profile*

A diverse group of individuals who possess a wide range of attributes, knowledge, skills and experiences. They may be:

- < individuals whose background is widely varied but who share a common interest in learning more about governance within the context of community economic development
- < individuals from an existing organization who are interested in designing and implementing an effective governance model
- < individuals from an existing organization who may be motivated to assess their current structure and operations for the purpose of identifying priority problems and issues and develop strategies that will achieve favorable outcomes

## ***c. Pre-Session Planning***

### **i. Methodology**

Each exercise will provide the necessary details to support the:

- T pre-session preparation
- T preparation of participant resources and facilitator resources
- T purchase and/or lease, etc. of all other resources (i.e. supplies and equipment)

Note: You will find a copy of the “Resources Required Checklist” in the Facilitator’s Toolkit to guide the pre-session work.

Depending on the size of the plenary group, small group size should consist of 5 to 8 participants. Switching the membership of the small groups provides individuals with the opportunity to hear fresh perspectives and to create the opportunity for participants to expand their network.

While the method for each exercise is prescribed, it is recommended that the facilitator determine for themselves, which method of delivery is best for each situation. The key is to facilitate a process of empowering and assisting participants to achieve established objectives.

### **ii. Pre -Workshop Questionnaire**

The facilitator is responsible for identifying the specific learning needs of each group in order to customize the structure and content of the workshop to respond to the needs identified. Information obtained from participants ahead of time provides details that will support your efforts in designing a workshop based upon group expectations. Information and questions that will assist in designing the workshop includes:

- < Individual information (i.e. their name, where they work and/or volunteer, relevant reporting relationships with others who may be attending, the composition of their work/volunteer efforts, special needs etc.)
- < Past community development and/or organizational governance experience
- < Knowledge of past, present and/or future community development initiatives which they were/are/ may be involved
- < Background information on vision, mission, goals and activities of their community development efforts
- < A list of priority expectations

The following provides suggested approaches on how to obtain this information:

1. Arrange a meeting with a representative of the participant group ahead of time. This is usually the most effective and efficient way to obtain information.
2. Develop a “pre-workshop questionnaire” which provides participants with an opportunity to identify their specific interests and expectations. A sample questionnaire is provided in the Facilitator’s Toolkit.
3. Develop a draft workshop outline and send it to the participants via fax, e-mail or snail mail. Ask them to provide feedback on the agenda and the learning objectives. A sample letter is provided in the Facilitator’s Toolkit.

It is recommended that you use a ‘Parking Lot’ to capture additional issues and ideas generated throughout the workshop. Address each issue at the appropriate time of the workshop and review the list again at the end of the workshop for the purpose of either: addressing outstanding items; or seeking further information; or suggesting that participants work on outstanding issues and share their findings post-workshop.

### **iii. Developing/Customizing Agenda**

The needs and interests of the participants and the time available will determine the topics that will be explored in the workshop. This is a one day workshop which will consist of the following:

- < Objective of the session
- < An introduction
- < Establishing ground rules
- < A review of the key learning objectives
- < Topic overviews and exercises
- < Identification and discussion of issues, concerns and challenges
- < A conclusion consisting of a review of expectations and completion of the workshop evaluation

## iv. Materials/Supplies/Equipment

The following supplies will be required:

- G flip chart stand(s) and paper
- G markers, pens and pencils
- G masking tape
- G paper for participants
- G Post-it notes or stickers for exercises
- G copies of any handouts to be used
- G folders and/or small binders for participant's tools

If you opt to use an overhead projector and laptop then you will need the following:

- G Overhead projector
- G Extra bulb for the projector
- G Laptop
- G Extension Cords
- G Copies of overheads for participants
- G Screen
- G Power Bar
- G Discs

**Caution:** Always develop a Plan B when using technology

## v. Logistics

The facilitator is responsible for ensuring all logistical arrangements are made for the workshop. This will involve either doing it yourself or assigning the tasks to somebody else. Either way, it is the facilitator's job to ensure details are finalized and that confirmation has been received. Remember to accommodate any special needs of your participants.

This workshop has been designed to accommodate 12 to 16 participants. You will need a large room that will accommodate a U-shaped seating arrangement to encourage group participation. To support the small group discussions which will be taking place, break out rooms—sufficient space will be needed.

Provision has been made in the workshop schedule for nutritional breaks. Prior to the workshop, notify participants that refreshments will either be brought in or make it clear that participants will be required to get their own and in such instances the expectation is that participants return to the room on time. In the event you will be ordering nutritional items to be delivered, ensure you have accommodated any special dietary needs of your participants.



## vi. Housekeeping

Immediately following the introductions, it is important that you address all housekeeping items. These may include but are not limited to:

- < Copies of the participants toolkits
- < Hours of work
- < Lunch time
- < Nutrition break in the morning (with refreshments)
- < Location of the water cooler, kettle, coffee pot, washrooms, available telephone etc.
- < Use of cell phones
- < How messages will be handled
- < Contact number
- < Emergency exit

### ***d. Learning Objectives***

The objectives of this workshop are to:

- # provide participants with an opportunity to explore community development
- # gain a better understanding of the information and issues provided
- # spark, rekindle and reaffirm interest in community development and leadership
- # provide the opportunity for participants to apply their learning

### ***e. Workshop Outline***

The recommended agenda for a one-day workshop is provided below. Nutritional breaks are to occur during scheduled breaks. The workshop has been designed to incorporate at least one exercise per main topic. The workshop exercises section of this guide provides the facilitator with the information needed to effectively facilitate this workshop.

**NOTES**

## **Agenda: One Day Workshop - Board Orientation**

Introductions (Housekeeping Items/Ground Rules)

Review Workshop Purpose and Objectives

Overview of Community Development

The Community Development Process

*Break*

Organizational Structure and Operations

Role of the Board

Roles and Responsibilities of Board Members

Legal Liability and Risk Management

*Lunch Break*

Dealing with Change

Rules of Engagement

Common Issues and Challenges

Conclusion and Workshop Evaluation

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## Exercise 1: Introduction

**Time Frame:** 15 minutes

**Objective:** To introduce yourself and to have the participants introduce themselves to each other.

### Advanced Preparation:

Prepare the following flip chart:

1. Name, position, and organization  
Why are you interested in community development leadership?
2. Prepare a flip chart with the heading “**Ground Rules**”
3. Prepare a flip chart as follows:

#### **Trustees/members in their initial three year term go through a series of stages:**

1. the learning curve
2. the plateau - Where do I fit in and where can I be effective?
3. looking back to see what they have accomplished/what legacy they have left

### Exercise:

Introduce yourself by highlighting your experience with community development, organizational governance and group facilitation.

Advise the group what your role is as facilitator and briefly explain the difference between facilitating, presenting/instructing and chairing group activities. Place participants into pairs in accordance with the seating arrangement. Ask each pair to:

Introduce themselves to each other as per directions provided on the flip chart. Have participants write down the information received so that they may introduce their partner to the group via the format provided.

Close by reviewing the flip chart titled “Trustees in their initial three...” Ask the group to consider the stage they are currently at and to ask themselves “How much of an impact am I willing to make/have I made? **No response is required.** Let the group reflect on their level of commitment.

Remember to advise participants of *housekeeping* items and to develop a set of *ground rules* together. Explain the purpose and importance of establishing ground rules. Move the exercise along by writing the first rule on the flip chart and ask the group for others. Post this flip chart somewhere in the room where everybody can see as you may need to refer to it on occasion.

## NOTES



## Exercise 2: Workshop Purpose and Objectives

**Time Frame:** 15 minutes

**Objective:** To review the purpose of the workshop.

### **Advance Preparation:**

Prepare the following flip charts:

- 1. Purpose:** to provide an introduction to the principles, practices and processes of community development; and orientate participants to the expectations, roles and responsibilities of board governance and membership
- 2. Objectives:**

The objectives of this workshop are to:

- # provide the opportunity for participants to further explore the concepts of community development and good governance
- # gain a better understanding of the information and issues provided
- # spark, rekindle and reaffirm interest in community development and leadership
- # provide the opportunity for participants to apply their learning

### **Exercise:**

Review workshop purpose and objectives. Ask if participants have any further expectations. If so, amend objectives if required.

Review the agenda.

Explain that in order to facilitate discussion and to promote the reinforcement of participants' learning, concrete examples of organizational governance and community development need to be shared and will be used throughout the exercises.

Close by confirming that your role as facilitator is to assist the group, explore concepts and processes. As facilitator you will keep them on track and provide a process to support their learning.

### **Notes to Facilitator:**

Post the workshop objectives and expectations where everyone can see them. Use this information at the end of the workshop to ensure that participant's expectations have been met and to summarize the results of the work

## NOTES





## Exercise 3: Understanding Community Development

**Time frame:** 45 minutes

**Objective:** To briefly review the definition of the term community development and to develop an understanding of community development principles and practices.

### Advance Preparation:

1. Write the following on a flip chart:

**Community Development:** Various participants, representing a variety of interests coming together to analyze community problems, generate solutions, and develop action plans to improve the cultural, economic, social and environmental conditions of their community.

2. Prepare a handout which includes the definition of community development as per #1 and add the following:

### Group Activity:

Prepare responses to the following questions:

- a. In your community, who are the participants who will participate in community development?
- b. How do you define the term “community development”?
- c. How do you define the term “community capacity building”?

Note: **Potential Participants** = those who experience the problem, those who contribute to the problem, those who give support to the solutions.

3. Make copies of the handout titled: **Community Development Glossary**.

### Exercise:

Divide the participants into **small groups**. Provide each group with a copy of the small group handout and refer participants to the, “Community Development Glossary” section of their toolkits.

Give them 20 minutes in their groups to prepare responses. Have each group identify a recorder to capture the group’s thoughts and a reporter to present the group’s work.

**Facilitator's Note:**

Community development enables individuals and groups to influence issues that affect their quality of life.



## Exercise 4: The Community Development Process

**Time Frame:** 45 minutes

**Objective:** To provide an overview of the community development process.

**Advance Preparation:**

1. Prepare the following as a **flip chart** and a **handout** for small group activity:

**Developing a Process:**

1. Building Support
  2. Making a Plan
  3. Implementing and Adjusting the Plan
  4. Maintaining Momentum
2. Review the, “Developing a Community Development Process” section of the Participant’s Toolkit.
  3. Review the recommended resources section of the Participant’s Toolkit.

**Exercise:**

Divide the participants into small groups. Give each group 25 minutes to:

- < Create a one-sentence description of the outcomes expected from each stage in the community development process.
- < For each stage of the process, identify three factors that demonstrate a community has successfully undertaken the stage.
- < Identify three pitfalls or mistakes that a community may make that could jeopardize the implementation of a community development process.

Have the small groups debrief.

Make the following point: The key to success is to stay true to the principles and values of community development. As you are saying this write the following on flip chart paper:

- < Participatory
- < Inclusive
- < Cooperative action

Refer participants to the appropriate sections of their toolkits.

**Note to Facilitator:**

Key points to emphasize include:

- < Each of the four main components of the community development process are equally important
- < There is no one right way to undertake the stages of the community development process



## Exercise 5: Organizational Structure and Operations

**Time Frame:** 45 minutes

**Objective:** To demonstrate why boards and staff need a stable structure/framework to function effectively.

**Advance Preparation:**

1. Prepare the following flip chart or poster:

### Governance vs. Operations



Future focused  
Policy-driven

Day to day focus  
Procedure-oriented

2. Prepare the following handout for small group activity:
  1. To be effective, the governing role requires.....
  2. To be effective, the CEO requires....
3. Review the, “Glossary: “Governance”, in the toolkit.

**Exercise:**

Break participants into small groups. Have each group assign a recorder and a reporter who will share their work with the large group. Give the groups 20 minutes to prepare their responses then have each group report back and debrief the large group. After the groups debrief have a general discussion surrounding the shaded area of the diagram.

The shaded area represents what is common to both roles. Explain that: often, unless defined by policy, this is where the confusion occurs. Close by reaffirming that the board is the formal, policy setting group that exists to direct the vision and mission of the organization and ensures the needs, goals and objectives have been met. The board has no direct responsibility for operations. The board needs a stable structure/framework to function effectively. Review the terms in the glossary.

**Notes to Facilitator:**

Key point to make: boards need a stable structure to function effectively. The structure includes legislation (i.e. corporations act responsibilities and liabilities), bylaws, board policies, and plans.



## Exercise 6: Role of the Board

**Time Frame:** 30 minutes

**Objective:** To identify the role of the board and explore governance tools, techniques and practices.

**Advance Preparation:**

1. Prepare the following flip chart:

**Role of the Board**

- # Build/Maintain Framework
- #
- #
- # etc.....

2. Prepare the following handout to support the small group discussion:
  1. Complete the list by identifying other board roles
  2. Governance tools, techniques and practices assist the board in reaching the ideal. To be effective, a board should be using the following tools, techniques and practices:
3. Review the, *Functions of the Board, An Orientation*, section of the Toolkit.

Build/Maintain Framework  
(Policy, legal obligation, final authority)

Define Direction  
(Sound continuance; Succession CEO & board & periodic review of programs and services)

Evaluated Results  
(Reviews performance of the Board, members, CEO and the Organization)

Fiduciary Responsibility  
(Manage resources effectively and efficiently)

Demonstrate Accountability  
(Ultimately accountable for the actions of their organization)

## Leadership

(Model established values and ethical behavior; build strong relationships)

4. Review the *Governance Models*.
5. Review *Governance Tools*.

### Exercise:

Break the group in two, provide each group a copy of the small group handout and have each group assign a recorder and reporter. Ask each group to:

1. Identify other roles/functions of the board; and
2. Identify the tools, techniques and practices which a board uses to be effective.

Review the: *Functions of the Board - An Orientation*, *Governance Models* and *Governance Tools* sections of the toolkit with the participants. Elaborate on any areas not addressed by the group work.

### Notes to Facilitator:

Key points to emphasize are:

- < effective boards practice good governance through the use of governance tools
- < developing and implementing policies, plans and processes take time. Remember Rome wasn't built in a day.
- < policy is the major tool for building and maintaining the framework. The continuity of the organization depends on it.
- < strategic plans need to be credible and need to be actioned.
- < learn what the budget process is and ensure it is an expression of the Strategic Plan
- < effective meetings address the board's strategic agenda





## Exercise 7: Roles and Responsibilities

**Time Frame:** 45 minutes

**Objective:** To introduce participants to the responsibilities of the board by presenting participants with a list of Board member duties and by explaining the implications of each responsibility.

**Advanced Preparation:**

1. Prepare the following handout:

*(An excerpt: “Director’s Liability: A Discussion Paper on Legal Liability, Risk Management and the Role of Directors in Non-Profit Organizations.”)*

Individuals who are new to Board membership may not be aware of responsibilities that they have. Some may try to minimize what they have to do or be concerned about. Others may blow their function out of proportion.

The basic responsibility of directors is to represent the interest of its stakeholders in directing the affairs of the organization, and to do so with the law. This legal duty is described in statutes (such as the Canada Corporations Act, provincial business corporation’s statutes and provincial non-profit organization statutes) and has been expanded and interpreted in common law.

In representing the stakeholders of an organization and acting as their “trustee”, directors/members have three basic duties:

1. The duty of *diligence*: this is the duty to act reasonably, prudently, in good faith and with a view to the best interests of the organization and its members;
2. The duty of *loyalty*: this is the duty to place the interests of the organization first, and to not use one’s position as a director to further private interests;
3. The duty of *obedience*: this is the duty to act within the scope of the governing policies of the organization and within the scope of other laws, rules and regulations that apply to the organization.

It is important to note that the duties of directors of non-profit organizations are essentially no different than the duties of directors of for-profit corporations. These duties extend broadly, and are owed to:

- # the organization as a whole
  - # the organization's members, participants, clients, staff and volunteers
  - # other directors
  - # anyone else who may be affected by the decisions of the board and the activities of the organization, including the general public.
2. Review the ***Roles and Responsibilities of Directors, CEO and Committees*** section of the toolkit.
  3. Download a copy of the document: ***Director's Liability: A Discussion Paper on Legal Liability, Risk Management and the Role of Directors in Non-Profit Organizations*** from the website: <http://www.volunteer.ca/volunteer> and make copies for participants.
  4. Make three copies of the following three scenarios:
    1. Board had decided to fire the CEO with cause. The CEO is now suing the board for wrongful dismissal as the CEO argues that due process was not followed by the board.
    2. Your organization received \$30,000 from a funding agency to support a high priority and highly anticipated initiative. The accountant, during her annual audit, discovered that the administrative assistant had stolen a substantial sum of money from the organization. She recommended to the Chairperson of the board that charges are laid, that the individual be relieved of her duties and that Treasurer is relieved of his.
    3. As board member, you recently attended a meeting during which the board made a rush decision which left you feeling uncomfortable at the time because you did not take time to read the board materials before the meeting. When it came time to make a decision, you chose not to participate in the vote. Two days later one of the board members told you that your key funding agent received notice of the board's decision and has advised the Chair that the board's action has placed him and his agency in the position of having to cancel the contract. Further, he advised that this action may have damaged any chance of receiving future funding from their agency. You decided read the board materials provided prior to the meeting. Ultimately, you came to realize that you had information that you would have shared with the board which would definitely had influenced the outcome of the board's decision.

### Exercise:

Break the large group into three small groups and assign one of the three scenarios to each group. Ask each group to assign a recorder and a reporter and have them review their scenario then answer the following questions:

1. What do you think has happened here? What may have caused this problem?
2. What actions can the board take to reduce/minimize the chance of this problem recurring in the future?

Have the small groups debrief. Review the “***Roles and Responsibilities of Directors, CEO and Committees***” section of the participant’s toolkit with the group. Conclude by providing participants with their copy of “Director’s ***Liability: A Discussion Paper on Legal Liability, Risk Management and the Role of Directors in Non-Profit Organizations*** “. Advise participants to read this important document. It is an easy read and it provides a common sense approach to risk management.

#### Note to Facilitator:

The purpose of this exercise was to present participants with a list of Board member responsibilities and to discuss the implications of these responsibilities. The discussions will broaden the participant’s understanding of what they have to manage. The emphasis is on responsibilities (job descriptions) which will help participants to understand why it is so important that they govern themselves formally and act ethically in all of their deliberations. A board that does not pay attention to due process, one that makes hasty, ill informed decisions and/or does not develop a solid policy framework will be placing themselves and their organizations at risk. Being a Board member of a community development organization is a position of public trust. Minimize risk by developing a common sense approach to managing risk.

## NOTES



## Exercise 8: Successful Change Flows from Learning, Growth, and Development

**Time Frame:** 30 minutes

**Objective(s):** To demonstrate to participants that part of the genius behind community development is the shift from giving people help to helping people to help themselves. Also to discuss why it is important to involve the community in its own redevelopment and to recognize that support which is freely given makes recipient(s) dependent on the giver.

### **Advanced Preparation:**

1. Type the following on a separate piece of paper:

Community development is something that individuals who are living in depressed areas of rural Newfoundland and Labrador may not quickly adopt. Many people have built up a number of standard excuses for why their situation is what it is:

- # “The fishery is gone, she is never to return again”
- # “The bottom is out of the market”
- # “Our community has been turned into a make work project”
- # “We just live in a poor part of the country”
- # “You see there is the haves and the have nots”

The situation will not improve because there is a tendency to voice these beliefs and then act on it by doing nothing to change the situation.

Think about these two statements:

“The cause of the situation is not the low price of our fish, or the lack of a seller’s market, or the amount of cod. The cause is our lack of action.”

“Give a person a fish, and you have fed that person for a day; teach that person to fish, and you have fed that person for life.”

Community development is about creating a paradigm shift which means people need to look at their situation from a different point of view. Instead of expecting someone else to do it, or view their situation as being hopeless, the community learns to rely on all its various players.

2. Place the following quote on a flip chart:

“Leaders of communities are responsible for building communities where people are continually expanding their capabilities to shape their future— that is— leaders are responsible for learning” (**Peter Senge, “The Leader’s New Work: Building Learning Organizations”**)

3. Review the “*Dealing with Change*” section of the toolkit.

### **Exercise:**

Share the content of the handout your prepared as per number 1, Advanced Preparation.

Ask the plenary group to consider the following questions and ask each participant to write down at least three responses to each question:

1. What does change look like?
2. How do people react to change?
3. How can we embrace change?

Capture the group’s responses by starting with the first question, using the Round Robin technique; ask for only one response from each participant. Do the same for questions 2 and 3. Do not need to flip chart the group’s response to these questions.

Direct participants to review the “*Dealing with Change*” section of their toolkit.

Conclude by sharing the following thoughts...

Find the change agents in your community, as they may be the individuals who have the ability to successfully lead and motivate others to become involved in your community development efforts. Recognize and honor the fact that people react differently to change and that many rural communities have developed a deep mistrust of governments, organizations, individuals who have been involved in decisions that have produced damaging, irreversible results. Spend time and effort into preparing fertile soil to sow the seeds for successful development and implementation of your community development process.

Remember that top/down imposed change, without community involvement has not worked in the past. Successful community development is “a bottom up, grassroots, inclusive process whereby communities become more responsible; organize and plan together; develop healthy options; empower themselves; reduce ignorance, poverty and suffering; create employment and economic opportunities; and achieve social, economic, cultural and environmental goals”. (**Source: F. Frank & A. Smith, Community Development Handbook**)

**Note to Facilitator:**

Encourage participants to:

- < Consider the changes that may result from community development activity
- < Anticipate the reaction of community members.
- < Consider the actions that may be taken to offset the impact of change.

## NOTES





## Exercise 9: Issues and Challenges and Rules of Engagement

**Time Frame:** 30 minutes

**Objective:** To discuss current issues and challenges and introduce participants to the rules of engagement which, if adopted, will produce successful outcomes for board members/trustees.

### **Advanced Preparation:**

1. Prepare the following flip chart:

#### **Current Issues and Challenges....**

Existing and New Board Members

Participation and Representation

Engagement

2. Prepare the following as a flip chart and a handout:

#### **Rules of Engagement:**

- # Understanding your community
- # Build better communities
- # Lead effectively
- # Measure Strategically
- # Communicate Well

3. Review the “*Common Issues and Challenges*” section of the participant’s toolkit.

**Exercise:**

Break the large group into three small groups and assign one of the following three issue statements to each group. Provide them with a copy of the handout:

Existing and New Board Members

Participation and Representation

Engagement

Ask each group to assign a recorder and a reporter. Relating to the topic assigned, ask the groups to identify three issues, challenges and/or concerns which may be negatively impacting your organization's ability to produce successful outcomes in the area noted. Have each group identify possible solutions for each of the three issues, challenges and/or concerns they have identified.

Have each group debrief the large group.

Conclude by reviewing the “*Common Issues and Challenges*” section of the toolkit together with the participants for the purpose of providing participants with the opportunity to further explore some of the challenges and consider viable solutions.



## Exercise 10: Conclusion and Evaluation

**Time Frame:** 20 minutes

**Objective:** To bring the workshop to conclusion by: reviewing the workshop learning objectives identified at the beginning of the workshop; review any additional expectations that were captured on the Parking Lot and obtain evaluative feedback on the workshop.

**Advanced Preparation:**

Copies of the evaluation form, located in the Facilitator's Toolkit

**Directions for Completing Activity:**

Go back to the flip chart that lists the learning objectives. Use it as a tool for reviewing the material that has been covered during the workshop. Also, refer to any items that may be in the Parking Lot. If an issue was not addressed, ask participants for ideas about how further learning could take place.

At the end of the workshop advise the group that it is important to obtain feedback from them as it will assist you and others to improve the workshop. Have the group fill out the evaluation form. Give the group five minutes to do so.

Bring closure to the session by sharing an inspiring and motivational quote and thanking everyone for their participation.

NOTES

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