

### Handout 1: Capacity Inventory of Individuals

Please indicate which of the following skills you have. These are talents and skills you have developed from training or from experiences you have had at home, church, work, or community activities. If you don't have this skill, or if you would like to receive additional training in this area, please place a checkmark under the "Want to learn this skill" column.

<b>HEALTH</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Caring for the elderly		
Caring for the mentally ill		
Caring for the sick		
Caring for the physically or developmentally challenged individuals		
<b>OFFICE</b>		
Typing (words per minute _____)		
Operating an adding machine or calculator		
Working with office files		
Taking phone messages		
Writing business letters (not typing)		
Receiving phone orders		
Operating several phone lines		
Keeping track of supplies		
Shorthand or speedwriting		
Accounting/Bookkeeping		
<b>COMPUTER-RELATED ACTIVITIES</b>		
Computer repairs		
Computer programming		
General software management		
Database management		
Preparing computer graphics		
Word processing		
Desktop publishing		
Data entry using spreadsheet software		
Help Desk support		
Web design/development		
<b>CONSTRUCTION/REPAIR</b>		
Painting		
Home construction or repair		
Tearing down buildings		
Knocking out walls		
Wall papering		
Furniture repairs		
Furniture refinishing		
Repairing locks		
Building garages		
Bathroom modernization		
Building room additions		

## Module Six

<b>CONSTRUCTION AND REPAIR (continued)</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Tile work		
Installing drywall and taping		
Plumbing repairs		
Electrical repairs		
Bricklaying and masonry		
Cabinet making		
Kitchen modernization		
Furniture making		
Installing insulation		
Soldering and welding		
Concrete work (sidewalks)		
Installing floor coverings		
Heating/cooling system installation		
Installing windows		
Building swimming pools		
Carpentry skills		
Roofing installation or repair		
<b>MAINTENANCE</b>		
Window washing		
Floor waxing and mopping		
Washing and cleaning carpets/rugs		
Routing clogged drains		
Using a handtruck in business		
Caulking		
General household cleaning		
Fixing leaky faucets		
Mowing lawns		
Pruning trees and shrubbery		
Cleaning/maintaining swimming pools		
Floor sanding and stripping		
Wood floor stripping/refinishing		
<b>FOOD</b>		
Catering		
Serving food to large numbers of people (over 10)		
Preparing meals for large numbers of people (over 10)		
Clearing/setting tables for large numbers of people (over 10)		
Washing dishes for large numbers of people (over 10)		
Operating commercial food preparation equipment		
Meat cutting		
Baking		
<b>CHILD CARE</b>		
Caring for infants/toddlers (0-3yrs)		
Caring for pre-school children (3-5 yrs)		
Caring for children 5 to 11 yrs		
Taking children on field trips		

Module Six

TRANSPORTATION	Place a checkmark (✓) by those skills that you have	Place a checkmark (✓) if you want to learn this skill
Driving a van		
Driving a bus		
Driving a tractor trailer		
Driving a commercial truck		
Driving a vehicle to deliver goods		
Hauling		
Operating farm equipment		
Driving an ambulance		
<b>REPAIRING MACHINERY</b>		
Repairing radios, TVs, VCRs, Tape Recorders, CD players		
Repairing small appliances		
Repairing automobiles		
Repairing trucks/buses		
Auto body repairs		
Repairing large household appliances (such as a refrigerator, washer/dryer)		
Repairing heating and air conditioning system		
<b>SUPERVISION</b>		
Writing reports		
Filling out forms		
Planning work for other people		
Developing a budget		
Keeping records of activities		
Interviewing people		
<b>SALES</b>		
Operating a cash register		
Selling wholesale products or manufacturing products (if YES, which products? _____)		
Selling products retail (if YES, which products? _____)		
Selling services (if YES, which services? _____)		
<i>How have you sold these products Or services?</i> <ul style="list-style-type: none"> <li>▪ Door to Door . . . . .</li> <li>▪ Telephone . . . . .</li> <li>▪ Mail . . . . .</li> <li>▪ Store . . . . .</li> <li>▪ From home . . . . .</li> <li>▪ Internet . . . . .</li> </ul>		

## Module Six

<b>MUSIC</b>	<b>Place a checkmark (✓) by those skills that you have</b>	<b>Place a checkmark (✓) if you want to learn this skill</b>
Singing		
Playing an instrument (which instrument? _____)		
<b>OTHER SKILLS</b>		
Upholstering		
Sewing		
Dressmaking		
Knitting		
Tailoring		
Moving furniture or equipment to different locations		
Managing property		
Assisting in the classroom		
Tutoring students		
Hair dressing		
Hair cutting		
Phone surveys		
Jewelry and watch repair		

<p><b>Are there other skills you have that are not listed here? If YES, what are those skills?</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	
--	--

### PRIORITY SKILLS

1. Given everything you have checked in the *Capacity Inventory*, what three things do you do best or enjoy doing most?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  
2. Which of all of your skills are good enough that other people would hire you to do them?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  
3. Are there any skills you have that you could teach to others?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

Module Six

**PRIORITY SKILLS (continued)**

4. What skills would you most like to learn?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

**PERSONAL INFORMATION**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Year of Birth: \_\_\_\_\_

Gender:  FEMALE  
 MALE

Number of years you've lived in the community: \_\_\_\_\_ YEARS

This document was adapted by Lionel J. (Bo) Beaulieu, Southern Rural Development Center, Mississippi State University. For more information, please contact him at [ljb@purdue.edu](mailto:ljb@purdue.edu)

**Handout 2: Community Participation and Leadership Inventory**

**Political and Government-Related Activities:**

Have you ever written or talked to a public official about a public issue that was of concern to you?	YES	NO
Have you ever spoken out in a public meeting on a community or neighborhood issue of concern to you?	YES	NO
Have you ever worked actively for the election of any political candidate?	YES	NO
Have you ever been elected or appointed to a position in the local government?	YES	NO

**Involvement in Voluntary Organizations:**

Do you currently belong, or have you been a member in the past, of any of the following organizations:

(A) Community Civic and Service Organizations

Jaycees. . . . .	YES	NO
Kiwanis . . . . .	YES	NO
Lions . . . . .	YES	NO
Rotary . . . . .	YES	NO
Council on Aging . . . . .	YES	NO
March of Dimes . . . . .	YES	NO
Salvation Army. . . . .	YES	NO
United Way. . . . .	YES	NO
League of Women Voters . . . . .	YES	NO
American Cancer Society. . . . .	YES	NO
American Heart Association . . . . .	YES	NO
American Red Cross . . . . .	YES	NO
Other Civic/Service Groups (Name:_____)	YES	NO

(B) Religious Organizations

Christian Women's Fellowship . . . . .	YES	NO
Christian Men's Fellowship. . . . .	YES	NO
Habitat for Humanity . . . . .	YES	NO
Knights of Columbus . . . . .	YES	NO
Church Outreach and Missions Groups. . . . .	YES	NO
Other Religious Groups (Name:_____)	YES	NO

Module Six

(C) Social and Recreational Organizations

Hobby Clubs . . . . .	YES	NO
Athletic Boosters . . . . .	YES	NO
Recreational Clubs . . . . .	YES	NO
Sports Leagues . . . . .	YES	NO
Other Social/Recreational Group (Name: _____)	YES	NO

(D) Patriotic and Fraternal Organizations

American Legion. . . . .	YES	NO
Daughters of the American Revolution . . . . .	YES	NO
Elk . . . . .	YES	NO
Masons . . . . .	YES	NO
Veterans of Foreign Wars . . . . .	YES	NO
Shriners. . . . .	YES	NO
Other Patriotic/Fraternal Group (Name: _____)	YES	NO

(E) Education and Youth Organizations

Parent-Teacher Organizations (PTA/PTO) . . . . .	YES	NO
School Advisory Committee . . . . .	YES	NO
School Volunteer Committee . . . . .	YES	NO
Boys Scouts/Girl Scouts. . . . .	YES	NO
Boys/Girls Club. . . . .	YES	NO
4-H Club/FFA. . . . .	YES	NO
Other Education/Youth Group (Name: _____)	YES	NO

**Leadership in Voluntary Organizations:**

If you answered YES to any of the voluntary organizations listed above, have you served as an officer or committee chair in any of these organizations. . . . . YES NO

## Module Six

### Involvement in Local Issues:

Over the past five years, have you been involved in any type of community project(s) or issue(s)? This could be an issue taking place in your neighborhood or community.

\_\_\_\_\_ NO

 \_\_\_\_\_ YES

**IF YES**, please place a checkmark by the items below that best represent the type of involvement that you may have had in these issue(s) or project(s).

\_\_\_\_\_ Helped bring an issue or project to the attention of my community, neighborhood, or local government

\_\_\_\_\_ Helped investigate the issue or project (for example, gathered facts about the issue; tried to find out what people felt about the issue/project; asked other people to help work on the issue or project)

\_\_\_\_\_ Helped decide what was to be done about the issue or project (for example, what approaches would be best to deal with the issue or project)

\_\_\_\_\_ Worked on putting the plan of action together (for example, helped figure out who would be responsible for carrying out different parts of the plan; helped determine when activities related to the plan would be started and completed)

\_\_\_\_\_ Helped carry out activities to get the project off the ground and completed or to get the local issue settled

### BACKGROUND INFORMATION

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Number of Years You Have Lived in the Community: \_\_\_\_\_

Gender: \_\_\_\_\_ FEMALE \_\_\_\_\_ MALE

This document was developed by Lionel J. (Bo) Beaulieu, Southern Rural Development Center, Mississippi State University. For more information, please contact him at [ljb@purdue.edu](mailto:ljb@purdue.edu)



### Handout 3: Inventory of Voluntary Associations & Local Formal Institutions

1. Name of Voluntary or Formal Organization:

\_\_\_\_\_

2. Type of Organization (check the category that best matches):

- Government/Political
- Education
- Economic/Business
- Health
- Religious/Faith-based
- Human/Family Services
- Civic Organization
- Social/Fraternal
- Other (please list: \_\_\_\_\_)

3. Mission or purpose of the organization:

4. Number of members and/or employees

\_\_\_\_\_ Number of members

\_\_\_\_\_ Number of employees

5. What important local activities or programs is the organization currently carrying out in the community?

a.
b.
c.
d.
e.

**6. Profile of the Organization’s Current Resources**

List of buildings owned		
Equipment owned (vehicles, computers, heavy equipment)		
Type of purchases made locally and outside the county	Locally	Outside the County
Number of employees who live within and outside the county	Inside the County	Outside the County
Areas of expertise by employees/volunteers in the organization		
Resources available (foundations, grants, donations) available to support local activities/programs		
External resources the organization can access that might be available to support local activities/programs		

**7. What groups does this organization work closely with in the community? Please list these groups.**

a.	g.
b.	h.
c.	i.
d.	j.
e.	k.
f.	l.

**8. What activities or programs is the organization hoping it can launch in the community over the next 3-5 years?**

a.
b.
c.
d.
e.
f.

**Comments/Observations by the Interviewer:**

This document was developed by Lionel J. (Bo) Beaulieu, Southern Rural Development Center, Mississippi State University. For more information, please contact him at [ljb@purdue.edu](mailto:ljb@purdue.edu)

Handout 4: The Seven Types of Community Capitals

Types of Capital	Definition	Examples
<b>Natural</b>	The quality and quantity of natural and environmental resources existing in a community	Parks, lakes, rivers, wildlife, forestland, farm land, mountains and other natural resource features.
<b>Cultural</b>	The values, norms, beliefs and traditions that people inherit from the family, school and community. Also includes material goods produced at a specific time and place (such as paintings, books) that have historical or cultural significance.	Cultural events/festivals; musical heritage, libraries; museums; multi-lingual populations; historical associations.
<b>Human</b>	Attributes of individuals that provide them with the ability to earn a living, strengthen community, and otherwise contribute to community organizations, to their families, and to self-improvement (Flora et al. 2004). It includes access to education and knowledge development, training and skill building activities and efforts to build and expand local leadership.	Formal and informal educational institutions; workforce training programs; adult and youth leadership programs; lifelong learning activities.
<b>Social</b>	Connections existing among people and organizations that help make things happen in the community. Includes close ties that build community cohesion (bonding) as well as weaker ties with local and outside people and organizations that help promote broad-based action on key matters (bridging).	Activities that build trust among people and groups of different races and ethnic backgrounds; citizen involvement in community discussions and events; community celebrations or parades; involvement in civic and service groups; organizations that link diversity of people and organizations together.
<b>Political</b>	The ability to influence and enforce rules, regulations, and standards. Access to individuals and groups with the power to influence decisions. Participating in civic discourse on difficult public issues. Laws and regulations that support sound community/economic development.	Elected and appointed government officials; citizen participation in issue forums; Congressional representatives and staffers; political organization leaders; voting rates in local, state and national elections; local/state laws and regulations.
<b>Financial</b>	The variety of financial resources available to invest in local projects or economic development initiatives. Efforts to build wealth to support community development activities.	Community foundations; grants; micro-loan programs; revolving loan funds; community development financial institutions; banks.
<b>Built</b>	Represents the infrastructure of the community – the basic set of facilities, services and physical structures needed by a community.	Broadband and other information technologies; utilities; water/sewer systems; roads/bridges; business parks/incubator facilities; hospitals/health care buildings; main street buildings; housing stock.

Sources: Flora and Flora (2008); Flora, Flora and Fey (2004); Jacobs (2011a, 2011b, 2011c, 2011d); Flage and Hauser-Lindstrom (2007); Emory, Fey and Flora (2006).

## Handout Five: Linking Assets, Community Capitals and Barriers: Sample

**GOAL: To assist 15 business start-up firms that can provide goods and services to the region's cluster by December 2014.**

**Key strategy: Establish a public/private funded business incubator center in the region**

Types of Regional Assets	Regional assets that can help support this goal	Type(s) of capital each asset represents	Barriers that might prevent goal from being met?
<b>People</b>	<ol style="list-style-type: none"> <li>1. John Smith, Chamber of Commerce</li> <li>2. Dr. Jones, Community College President</li> <li>3. Community college faculty</li> <li>4. Elected government leaders (city/county)</li> <li>5. Industry leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Human, Social</li> <li>2. Human</li> <li>3. Human</li> <li>4. Financial, Natural, Built</li> <li>5. Social financial, Human</li> </ol>	<ul style="list-style-type: none"> <li>• Citizens opposed to local governments investing tax monies in this initiative</li> <li>• Lack of coordination among local government leaders</li> </ul>
<b>Voluntary Associations</b>	<ol style="list-style-type: none"> <li>1. SCORE Chapter</li> <li>2. Entrepreneur Network</li> <li>3. Entrepreneurs Foundation</li> <li>4. Junior Achievement</li> <li>5. School PTAs</li> </ol>	<ol style="list-style-type: none"> <li>1. Human, Social, Cultural</li> <li>2. Human, Social</li> <li>3. Financial</li> <li>4. Human</li> <li>5. Human, Social</li> </ol>	<ul style="list-style-type: none"> <li>• Chambers of Commerce fighting to have the incubator facility in their community</li> <li>• Lack of coordination among volunteer organizations to support entrepreneurs</li> </ul>
<b>Formal Institutions</b>	<ol style="list-style-type: none"> <li>1. Community College Business Center</li> <li>2. Community Bank and Trust</li> <li>3. Community Foundation</li> <li>4. City/county governments</li> <li>5. State Econ. Dev. Regional Office</li> </ol>	<ol style="list-style-type: none"> <li>1. Human, Financial</li> <li>2. Financial</li> <li>3. Financial</li> <li>4. Financial, Natural, Built</li> <li>5. Built, Human, Natural</li> </ol>	<ul style="list-style-type: none"> <li>• Banks reluctant to lend money for the facility</li> <li>• Decline in state support for regional economic development activities</li> </ul>
<b>Physical Resources</b>	<ol style="list-style-type: none"> <li>1. Empty Retail Building</li> <li>2. Community College Incubator Center</li> <li>3. Public Library Computer Lab</li> <li>4. School meeting rooms/labs</li> </ol>	<ol style="list-style-type: none"> <li>1. Built</li> <li>2. Built, Human, Social</li> <li>3. Built, Human</li> <li>4. Built</li> </ol>	<ul style="list-style-type: none"> <li>• Cost to retrofit the building</li> <li>• Demand on library lab makes availability difficult</li> <li>• School leaders reluctant to allow buildings to be used for adult training activities</li> </ul>

**Handout 6: Assets, Community Capitals, and Barriers**

**Regional Cluster Goal:**

Types of Regional Assets	Regional assets that can help support this goal	Type(s) of capital each asset represents	Barriers that might prevent goal from being met?
<b>People</b>			
<b>Voluntary Associations</b>			
<b>Formal Institutions</b>			
<b>Physical Resources</b>			