

Capable Communities

Building Assets to Support Positive Change

(www.outreach.msu.edu/capablecommunities)

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Thinking about and taking action on complex issues doesn't have to be overwhelming

Utilizing a framework helps us:

- Organize and track our action
- Point to the outcomes and impacts we seek
- Touch all the bases so we don't forget or overlook something



frame·work , *n.*

1. A structure for supporting or enclosing something else, especially a skeletal support used as the basis for something being constructed.
2. An external work platform; a scaffold.
3. A fundamental structure, as for a written work.
4. A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.

From American Heritage Dictionary of the English Language, fourth edition, 2000



Capable Communities Framework

The Capable Communities framework (based on the Outcome Asset Impact Model, O-AIM) helps us discover:

- Various levels of our needed action and interaction
- Dimensions of the necessary action
- Outcomes we're seeking
- Foundational assumptions, concepts, values, and practices that we seek to use
- Dynamics of the journeys involved

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Levels of Action and Interaction

- **Individual:** one person at a time
- **Family or group:** members of a family or small social group
- **Block, organization, or agency:** among neighbors on a block, or within an organization of which one is a member, or within an agency where one does business
- **Neighborhood, service delivery system, or community sector:** relationships among people who live in a neighborhood or between and/or among agencies that provide interconnected services
- **Community:** the larger community where one lives



National Alliance to End Homelessness

The Ten Essentials

1. **PLAN**

Your community has a set of strategies focused on ending homelessness. A wide range of players (government programs, elected officials, homeless providers, etc.) has made funding and implementation commitments to these strategies.

2. **DATA**

Your community has a homelessness management information system that can be analyzed to assess how long people are homeless, what their needs are, what the causes of homelessness are, how people interact with mainstream systems of care, the effectiveness of interventions, and the number of homeless people.

3. **EMERGENCY PREVENTION**

Your community has in place an emergency homelessness prevention program that includes rent/mortgage/utility assistance, case management, landlord/lender intervention, and other strategies to prevent eviction and homelessness.

4. **SYSTEMS PREVENTION**

- a. Mainstream programs (mental health, substance abuse, TANF, child welfare, etc.) that provide care and services to low-income people consistently assess and respond to their housing needs.
- b. Stable housing placements are available for all people being released from public institutions.

5. **OUTREACH**

Your community has an outreach and engagement system designed to reduce barriers and encourage homeless people so that they enter appropriate housing (including safe havens) linked with appropriate services.



National Alliance to End Homelessness

The Ten Essentials

6. **SHORTEN HOMELESSNESS**

The shelter and transitional housing system in your community is organized to reduce or minimize the length of time people remain homeless, and the number of times they become homeless. Outcome measures will be key to this effort.

7. **RAPID RE-HOUSING**

Your community has skilled housing search and placement services available to rapidly re-house all people who are losing their housing or who are homeless and want permanent housing.

8. **SERVICES**

When households are re-housed, they have rapid access to funded services, and mainstream programs provide the bulk of these services.

9. **PERMANENT HOUSING**

- a. Your community has a sufficient supply of permanent supportive housing to meet the needs of all chronically homeless people.
- b. Your community is implementing a plan to fully address the permanent housing needs of extremely low-income people.

10. **INCOME**

When it is necessary in order to obtain housing, your community assists homeless people to secure enough income to afford rent, by rapidly linking them with employment and/or benefits. It also connects them to opportunities for increasing their incomes after housing placement. These opportunities are provided primarily by mainstream programs.



The Ten Essentials

Levels of Action and Interaction

<i>Level</i>	<i>Essential</i>
Individual	
Family or group	
Block, organization, or agency	<p>3. EMERGENCY PREVENTION Your community has in place an emergency homelessness prevention program that includes rent/mortgage/utility assistance, case management, landlord/lender intervention, and other strategies to prevent eviction and homelessness.</p> <p>4. SYSTEMS PREVENTION a. Mainstream programs (mental health, substance abuse, TANF, child welfare, etc.) that provide care and services to low-income people consistently assess and respond to their housing needs.</p> <p>7. RAPID RE-HOUSING Your community has skilled housing search and placement services available to rapidly re-house all people who are losing their housing or who are homeless and want permanent housing.</p>



The Ten Essentials

Levels of Action and Interaction

<i>Level</i>	<i>Essential</i>
Neighborhood, service delivery system or community sector	<p>2. DATA Your community has a homelessness management information system that can be analyzed to assess how long people are homeless, what their needs are, what the causes of homelessness are, how people interact with mainstream systems of care, the effectiveness of interventions, and the number of homeless people.</p> <p>4. SYSTEMS PREVENTION b. Stable housing placements are available for all people being released from public institutions.</p> <p>5. OUTREACH Your community has an outreach and engagement system designed to reduce barriers and encourage homeless people so that they enter appropriate housing (including safe havens) linked with appropriate services.</p>



The Ten Essentials

Levels of Action and Interaction

<i>Level</i>	<i>Essential</i>
Neighborhood, service delivery system or community sector (cont.)	6. SHORTEN HOMELESSNESS The shelter and transitional housing system in your community is organized to reduce or minimize the length of time people remain homeless and the number of times they become homeless. Outcome measures will be key to this effort.
	7. RAPID RE-HOUSING Your community has skilled housing search and placement services available to rapidly re-house all people who are losing their housing or who are homeless and want permanent housing.
	8. SERVICES When households are re-housed, they have rapid access to funded services. Mainstream programs provide the bulk of these services.
	10. INCOME When it is necessary in order to obtain housing, your community assists homeless people to secure enough income to afford rent by rapidly linking them with employment and/or benefits. It also connects them to opportunities for increasing their incomes after housing placement. These opportunities are provided primarily by mainstream programs.



The Ten Essentials

Levels of Action and Interaction

<i>Level</i>	<i>Essential</i>
Community	<p>1. PLAN Your community has a set of strategies focused on ending homelessness. A wide range of players (government programs, elected officials, homeless providers, etc.) has made funding and implementation commitments to these strategies.</p> <p>9. PERMANENT HOUSING</p> <ul style="list-style-type: none">a. Your community has a sufficient supply of permanent supportive housing to meet the needs of all chronically homeless people.b. Your community is implementing a plan to fully address the permanent housing needs of extremely low-income people.



Dimensions of Action and Interacton

1. Individual intention: one's own thoughts, beliefs, understandings, and values
2. Individual behavior: learned behaviors and skills one exhibits
3. Collective culture: our commonly held social understandings and agreements
4. Social system: written records, buildings, transportation systems, laws, economic systems, referral systems, collective behavior, etc.



The Ten Essentials

1. Plan

Goal: Our community has a set of strategies focused on ending homelessness. A wide range of players (government programs, elected officials, homeless providers, etc.) has made funding and implementation commitments to these strategies.

<i>To realize this goal what do individuals need to know?</i>	<i>To realize this goal what mutual understandings and agreements (MUA) must be obtained among whom?</i>	<i>To realize this goal what must the individuals do?</i>	<i>To realize this goal what structures must be present and do we need to create any of them?</i>
<p>Individuals must know:</p> <ul style="list-style-type: none"> • The definition of homelessness (who are the homeless in our community?) • The extent of homelessness in our community • The barriers to eliminating homelessness • Best practices or evidenced-based practices to end homelessness • The stakeholders who need to be involved • The players who will enact the strategies 	<ul style="list-style-type: none"> • Stakeholders and players agree there's value to the process • Stakeholders and players agree to work together • MUA on: <ul style="list-style-type: none"> – definitions – barriers – scope of the plan – importance of using best or evidence-based practices – making the homeless active participants in the development and implementation of the plan – strategies 	<ul style="list-style-type: none"> • Stakeholders actively participate in planning process • Stakeholders secure resources to enact plan • Players actively participate in the planning process • Players partner with the homeless to enact the plan. • Homeless participate in the planning process 	<ul style="list-style-type: none"> • Planning structure – committees, plan record keeping, etc • Planning process • Meeting spaces



The Ten Essentials

<i>Activity</i>	<i>Cost</i>	<i>Person Responsible</i>
ID stakeholders		
Gaining stakeholder agreement that there is value in the planning process		
Gaining commitment from stakeholders to work together and to participate in planning and implementing the Plan		
ID players (agencies, churches, etc)		
Gaining player agreement that there is value in the planning process		
Gaining commitment from players to work together and to participate in planning and implementation of the Plan		
Develop planning structure; sub-committees		
Gaining mutual understanding and agreement on: <ul style="list-style-type: none"> • Definitions of stakeholders, homelessness • Scope of the plan • Defining current barriers • Extent of homelessness in our community • Defining and mapping current homelessness services in our community 		



Spectrum of Outcomes

Level	Initial Outcomes	Intermediate Outcomes	Long-term Outcomes
<i>Individual</i>	<ul style="list-style-type: none"> • Skills • Values • Attitudes • Beliefs • Opinions 	<ul style="list-style-type: none"> • Understanding • Emotions • Self-expression • Spiritual awareness 	<ul style="list-style-type: none"> • Individual practice and behavior • Spiritual practice • Status • Condition
<i>Group or Family</i>	<ul style="list-style-type: none"> • Shared Group/Family: culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Relationships • Practices • Interaction 	<ul style="list-style-type: none"> • Status • Condition
<i>Agency</i>	<ul style="list-style-type: none"> • Shared agency culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Inter-departmental relationships • Agency management practices • Service delivery practices 	<ul style="list-style-type: none"> • Status • Condition • Agency structures/system and its governance
<i>Delivery System or Neighborhood</i>	<ul style="list-style-type: none"> • Shared system culture, norms, values, beliefs, morals, ethics, worldviews • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • System member relationships • System member interaction • System practices 	<ul style="list-style-type: none"> • Status • Condition • Delivery system structure and governance
<i>Community</i>	<ul style="list-style-type: none"> • Shared community social norms, culture, values, beliefs, morals, ethics, worldviews • Community interests • Mutual understanding • Mutual agreement 	<ul style="list-style-type: none"> • Relationships among groups, neighborhoods • Civic action • Community dialogue 	<ul style="list-style-type: none"> • Status and condition: social, economic, environmental • Community structures/infrastructure • Community governance structure, laws

*Taylor-Powell, E., Rossing, B., & Geran, J. (1998) *Evaluating collaboratives - Reaching the potential*. Madison, WI: University of Wisconsin-Extension.

*Wiber, K. (1995). *Sex, ecology, spirituality - The spirit of evolution*. Boston: Shambhala Publications

*Young, N., Gardner, S., Coley, S., Schorr, L. & Bruner, C. (1994). *Making a difference: Moving to outcome-based accountability for comprehensive service reforms*. National Center for Service Integration. Resource Brief #7 (Available from Child and Family Policy Center, 1020 Fleming Building, 218 Sixtieth Avenue, Des Moines, IA 50309-4006)



Source:

Outreach Partnerships **Check Points Training** Michigan State University - 2000
Bob Brown and Celeste Sturdevant Reed

Spectrum of Outcomes References

- References for Spectrum of Outcomes
- Head Start. (n.d.). *Training guides for these Head Start learning community: Community partnerships*. http://www.hskids-tmsc.org/publications/tg_compartship/cont_30.htm
- Hillmelman, A. T. (1994). Communities working collaboratively for a change. In M. Herrman (Ed.), *Resolving conflict: Strategies for local government* (pp. 27-47). Washington, DC: International City/County Management Association.
- Hogue, T. (1994). *Community based collaboration: Community wellness multiplied*. Oregon State University, Oregon Center for Community Leadership. NOTE: Figure 1 as presented in National Network for Collaboration Framework (199x). *Collaboration framework: Addressing community capacity*. <http://crs.uvm.edu/ncco/collab/framework.html>
- MSU Asset Workgroup (2000, October 15). *Michigan State University's asset/outcome workgroup model: Overview of a work in progress*. Unpublished working paper. (Available from University Outreach and Engagement, Michigan State University, Kellogg Center Garden Level, East Lansing, MI 48824).
- Taylor-Powell, E., Rossing, B., & Geran, J. (July 1998). *Evaluating collaboratives: Reaching the potential*. Madison: University of Wisconsin-Extension, Cooperative Extension Program Development and Evaluation.
- Wilbur, K. (1995). *Sex, ecology and spirituality: The spirit of revolution*. Boston: Shambhala.
- Wilbur, K. (1996). *A brief history of everything*. Boston: Shambhala.



Individual Level

Refugee and Immigrant Outcomes

Outcome	Indicator				
	<i>Crisis</i>	<i>Vulnerable</i>	<i>Stable</i>	<i>Self-Sufficient</i>	<i>Thriving</i>
<i>Income</i>	0-74% of OMB poverty level	75-149% of OMB poverty level	150-219% of OMB poverty level	220-349% of OMB poverty level	+350% of OMB poverty level
<i>Adult Education</i>	No diploma or GED	Recognized diploma or GED	Recognized diploma or GED plus some post-secondary certification	Recognized associate's degree or equivalent	Recognized bachelor's degree or equivalent
<i>Employment</i>	Unemployed	Part-time	Full-time, underemployed	Full-time	Full-time, field of choice
<i>Housing</i>	Homeless	Temporary housing or in danger of eviction or foreclosure	Renting-subsidized	Renting-unsubsidized	Owns + Safe & Secure / Owns
<i>Food</i>	Needs food pantries/soup kitchens to meet monthly needs, lacks utensils	Receives food subsidies, occasionally needs to use food pantries/soup kitchens	Food subsidies and budget meet the needs	Food needs are met	Food choice, nutrition needs are met, utensils are present



Individual Level

Refugee and Immigrant Outcomes (cont.)

Outcome	Indicator				
	<i>Crisis</i>	<i>Vulnerable</i>	<i>Stable</i>	<i>Self-Sufficient</i>	<i>Thriving</i>
<i>Child Care</i>	Unsupervised or unsafe	Unsubsidized care, but irregular or inconsistent care	Subsidized care	Can pay for own, choices limited	Child care of choice
<i>Health Care</i>	No insurance coverage	Public insurance coverage, no primary care physician	Public insurance coverage, primary care physician	Private insurance, choice limited	Private insurance, doctor of choice
<i>Transportation</i>	No access at all, no license, no driving skills	No car; uses public transportation or other means but choices are limited	Unreliable car or threat of loss, poor driving history, poor insurance coverage	Access to public transportation or other means that generally meet needs	Reliable car, driver's license, adequate insurance, etc.
<i>Utilities</i>	Utilities disconnected	Due for disconnect or utilities in someone else's name	No more than one month behind, bills paid to avoid disconnect	Bills consistently paid, home inefficient	Bills consistently paid on time each month, home is efficient
<i>Support Systems</i>	Total isolation	Involved with CPS, Human Services, or court system, no other support	Case management types of support	Access to family, friends, and community support	Family has ability to give support to the outside community and actively does so



Individual Level

Refugee and Immigrant Outcomes (cont.)

Outcome	Indicator				
	<i>Crisis</i>	<i>Vulnerable</i>	<i>Stable</i>	<i>Self-Sufficient</i>	<i>Thriving</i>
<i>Family Interaction</i>	Domestic abuse or neglect present in the home	No interaction or negative interaction, no stability	Interaction and stability in the home or family	Positive interaction and stability	Full history of positive interaction, and stability in both home and family
<i>Addictions</i>	Current abuse	In treatment, less than 12 months removed from abuse	Clean and in counseling, 12 months to 2 years removed from abuse	Support or counseling as needed, 2 or more years removed from abuse	No history of abuse
<i>Child Education</i>	Not in school	Enrolled but poor attendance and failing grades in all/most classes	Attending school but not passing grades in all classes	Attending school, passing grades in all classes	Attending school, above average grades in all classes
<i>Language/Literacy</i>	No English competency	Limited English speaking competency, no writing and reading competency	English speaking competency, limited writing and reading competency	English speaking competency, writing and reading competency to meet basic needs	English speaking, writing, and reading competencies to meet all needs and goals



System Level

Outcomes for the Refugee System of Care

As the refugee/immigrant system of care is being developed, the following chart will be used to help develop system level outcomes.

	Networking	Coordinating	Cooperating	Collaborating
<i>Purpose</i>	Exchanging information for mutual benefit	Altering activities for mutual benefit	Sharing resources for mutual benefit	Enhancing the capacity of each other for mutual benefit and common purpose
<i>Agenda</i>	Better relationships	Avoid duplication	Divide up new resources Share resources	Develop integrated service system, community system of care involving <ul style="list-style-type: none"> • Joint decision making • Common forms • Common training across agencies etc.
<i>Focus</i>	Staff	Client	Program	System
<i>Scope</i>	Individual agency functioning	Individual provider/ agency functioning	Cross-agency functioning Generally limited to one service population/issue	Cross-agency/systems functioning Multiple population groups/ issues
<i>Example</i>	Show and tell	Coordinating times for home visits	Making van, space, staff available to another agency	Pooling resources, designating a lead agency, joint responsibility
<i>Organization</i>	Informal, limited to periodic meetings	Informal	Formal structure	Formal structure including workgroups
<i>Membership</i>	Whoever comes; service providers and supervisors	Service providers Supervisors	Agency directors Supervisors	Agency directors or representatives with authority to allocate resources Community representatives



System Level

Outcomes for the Refugee System of Care (cont.)

	Networking	Coordinating	Cooperating	Collaborating
<i>Leadership</i>	Whatever is necessary to maintain meetings	Facilitative	Autonomous, facilitative Lead agency in control	Shared leadership. Lead agency responsible to collaborative body
<i>Governance</i>		Informal agreements	Formal interagency agreement on allocation of resources	Formal interagency agreement on allocation of resources, respective responsibilities Institutionalizing systems change
<i>Decision making</i>	Individual (right for me)	Balance good for me with benefits for others.	Best for all of us.	
<i>Level of trust, management of conflict</i>	Low trust /minimal conflict Protecting turf	Some trust/conflict Recognize we all can benefit	More trust Recognize and manage conflict when it arises	High trust Develop strategies for dealing with conflict before it arises
<i>Personal commitment</i>	Just have to show up	Work together at meetings or informally one on one	Work on agenda outside of meetings	Work on agenda (structure and issues) outside of meeting
<i>Array of strategies</i>	Only our approach or our way of understanding	Where our approach intersects with yours	Multiple approaches are sought and appreciated	Multiple approaches are recognized and used



Asset-Based Community Development

Foundational assumptions, concepts, values, and practices

- Begins with the assumption that successful community building involves rediscovering and mobilizing resources already present in any community:
 - The skills and resources of individuals
 - The power of voluntary associations, achieved through building relationships
 - The assets present in the array of local institutions
 - The physical infrastructure of the community and the local economy
- Another way of saying it: successful community development is asset-based, internally-focused, and relationship-driven

Rans, S. A. (2005). *Hidden treasures: Building community connections by engaging the gifts of people on welfare, people with disabilities, people with mental illness, older adults, and young people.*

www.northwestern.edu/ipr/abcd/abcdrelatedpubs.html



Resilience

A Universal Capacity

“As clear as it has become that all young people have the capacity for positive development, resilience research should never be used to justify social and political inaction on the grounds that, somehow, ‘Most kids make it.’ In the face of growing global poverty, abuse, violence, and other threats to children’s development, they somehow can no longer depend on the luck of the draw. Increasingly, healthy youth development must depend on the deliberate policies, practices, and interventions designed to provide young people with developmental supports and opportunities. As we are learning, young people are resilient, but they are not invincible.”

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco: WestEd.



Enhancing Resilience and Protective Factors

Anyone working with children and youth is familiar with words like strengths, assets, and resilience. This reflects the progress made in moving beyond a deficit or problem focused bias to incorporate approaches that build on motivation and promote resilience.

Enhancing resilience is a good thing; but what does it mean and how do we do it? Research indicates that external factors (related to neighborhood, family, school, and/or peers) are primary causes for most youngsters' learning, behavior, and emotional problems. Protective factors act as buffers to risk producing conditions. Resilience refers to an individual's ability to cope with risk factors.

www.nasbhc.org/TAT/Enhancing_resilience.htm



The 40 Developmental Assets

Search Institute's 40 developmental assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults.

The developmental asset framework is categorized into two groups of 20 assets. External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive uses of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

The twenty internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal developmental assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence.



www.search-institute.org/assets/

Using the Five Action Strategies

- Community initiatives based on the developmental assets work thoughtfully to determine how people in all spheres of life can be involved. What keeps an initiative vibrant are the relationships that develop between the adults and young people in each sphere and in the networks of adults formed across those spheres.
- The five action strategies provide a practical approach to identifying, encouraging, and linking all the important people, places, activities, and programs necessary for a powerful collective effort. With a focused initiative, you can intensify your efforts to:
 - **Engage adults** from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods.
 - **Mobilize young people** to use their power as asset builders and change agents. This means listening to their input and including them in decision making.
 - **Activate sectors** of the community—such as schools, congregations, businesses, and youth, human service, and health-care organizations—to create an asset-building culture and to contribute fully to young people's healthy development.
 - **Invigorate programs** to become more asset rich and to be available to and accessed by all children and youth.
 - **Influence civic decisions** by influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.



<http://www.search-institute.org/actionstrategies>

Dynamics of the Journeys Involved

Networking to coordinating to cooperating to collaborating

	Networking	Coordinating	Cooperating	Collaborating
<i>Purpose</i>	Exchanging information for mutual benefit	Altering activities for mutual benefit	Sharing resources for mutual benefit	Enhancing the capacity of each other for mutual benefit and common purpose
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Dynamics of the Journeys Involved

Networking to coordinating to cooperating to collaborating (cont.)

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Change Conditions

Beck and Cowan (1996) identified six conditions that need to be considered in designing social change. The available scope of desired change must be assessed in relation to the conditions of change that are present. For substantive change to be achieved, these conditions need to be considered as “pre-conditions” to the ultimate desired change. The more substantive the change that is desired, the greater the number of these conditions that need to be in place in order for the change to occur.

1. What is the **potential** in the individual or collective group? *Is the individual or group open, closed, or arrested in considering the change?*
2. Do **solutions** exist for current or past problems? *Major changes can't be expected if serious, unresolved problems or threats still exist within the present state.*
3. Is there some level of **dissonance** present? *If no discomfort exists with the current situation, why change?*
4. Is there any insight into what went wrong with the current system and why? *What resources are now available for handling the problems better?*
5. Are there barriers to change that must be identified and overcome?
6. Is there consolidation occurring during the change? *Are people supported as they attempt to change and integrate new ways of acting?*



<http://outreach.msu.edu/capablecommunities/research.html>

The Spread of Change

In *The Tipping Point* (2000), Malcolm Gladwell used Everett M. Rogers' theory about the diffusion of innovation ([Rogers, 1983 & 1995](#)) to compare the progression and spread of social change with medical epidemics. He argued, "Ideas and products and messages spread just like viruses do" (p. 7). If we consider the dynamics of change and apply this epidemiological analogy we may be able to influence the nature and speed of change in social institutions and systems. Based on his evidence, Gladwell provided three principles of how change spreads:

1. Change is contagious; it moves from person to person.
2. Small changes can accumulate into large effects.
3. Change can happen very quickly.

<http://outreach.msu.edu/capablecommunities/research.html>



The Spread of Change (cont.)

Gladwell particularly emphasized the last point, the potential speed of change. At first a disease will spread at a gradual rate, affecting only a few in a population. The “tipping point” is the critical point when the spread of the disease suddenly jumps to an exponential rate, now affecting a significantly large number in the population. He suggests that those interested in promoting social change consider and apply the rules of epidemics:

1. “The Law of the Few”: People with particular, identifiable characteristics can influence and promote the spread of change through a much larger population.
2. “The Stickiness Factor”: Change can be enhanced if ideas, messages and products are presented in language and images that stick in people’s memory.
3. “The Power of Context”: The speed and nature of change is significantly influenced by the conditions and circumstances that exist at the time and location of the pending change

Those promoting the spread of good ideas need to concern themselves with both the conditions and circumstances most likely to promote change.

• <http://outreach.msu.edu/capablecommunities/research.html>



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