



COMMUNITY CAPACITY BUILDING IN RURAL CANADA

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Dr. Wayne Kelly, Director
Dr. Gary McNeely, Rural PLAR Researcher



Today, as we talk about capacity, planning and community development, we respectfully acknowledge that we live and work on Treaty 1 and Treaty 2 lands, the traditional homelands of the Dakota, Anishanabek, Cree, Oji-Cree, Dene, and Metis peoples. It is important to note that Indigenous peoples in Canada, First Nations, Inuit and Metis take a holistic view to community, and there, the concept of capacity, roles, and overall well-being is central to both community and development for Indigenous cultures.

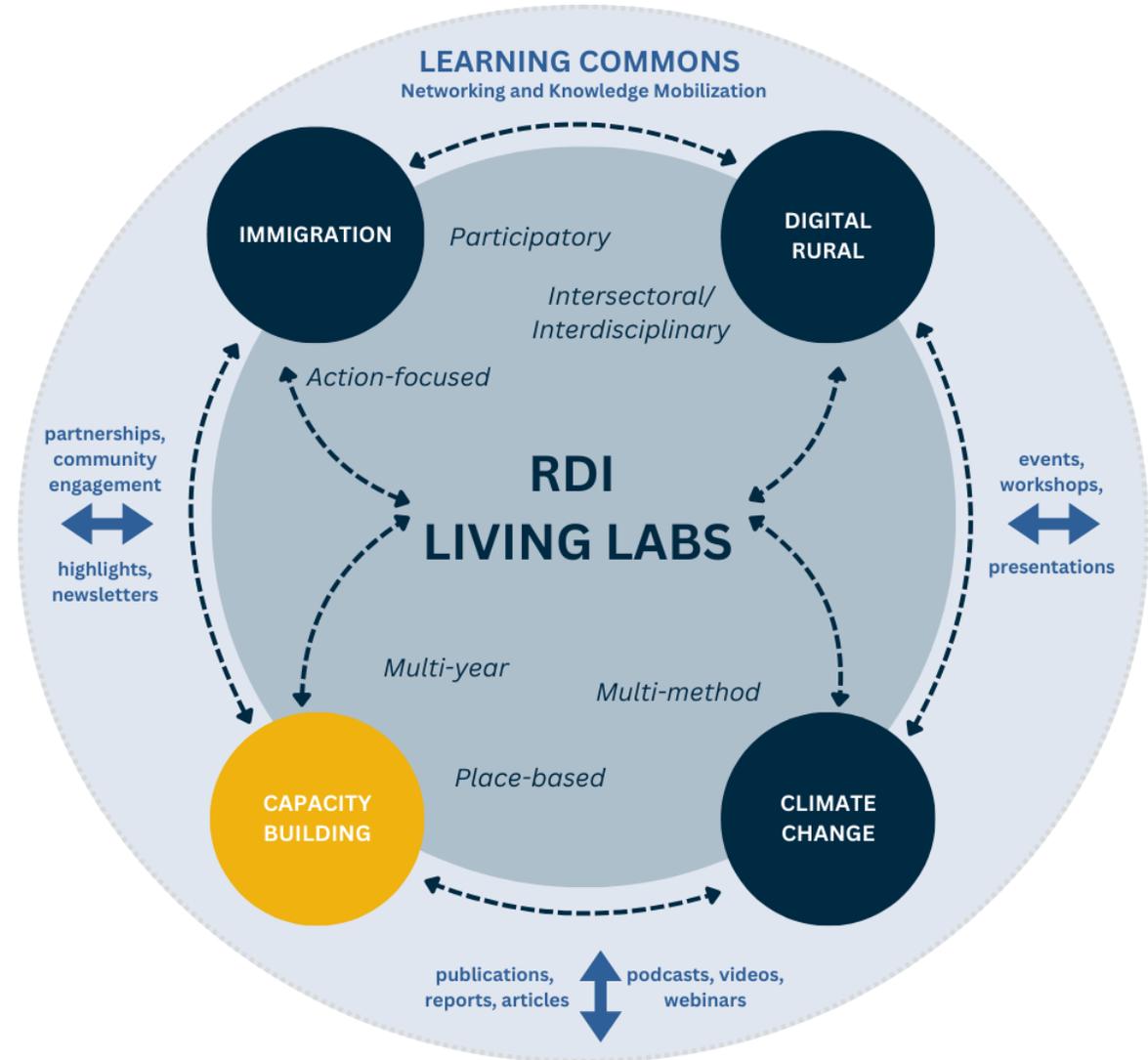
- Introductions & Overview of RDI
- Conceptual Journey for Capacity Building
 - What was the issue?
 - Who is involved and when?
 - What capacity do they have?
 - Are there different areas of capacity?
 - What are the different levels of capacity?
 - How do we identify existing capacity?
 - How do we fill the capacity gaps?
 - Where are we going from here?
- Discussion



<https://www.brandonu.ca/rdi/>

The Rural Development Institute is a research centre focused on engaging in community-based projects with rural partners and communities. The projects address topics affecting rural in order to:

- ▶ support development for rural communities and regions;
- ▶ build capacity for rural communities, practitioners, researchers and partners; and
- ▶ inform policy makers on rural solutions, programs and planning.



GETTING TO KNOW THE RURAL DEVELOPMENT INSTITUTE

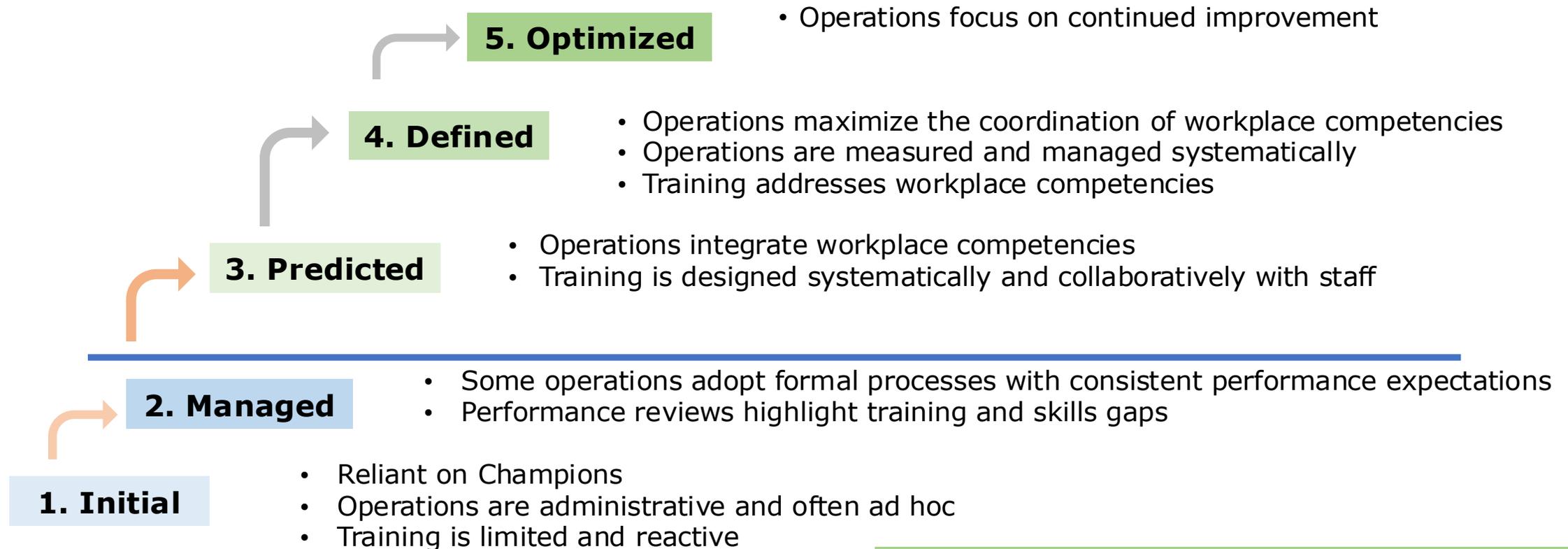


By Wilene Kelly and Nicole Brennan
April 2024
Print Version

What you need to know

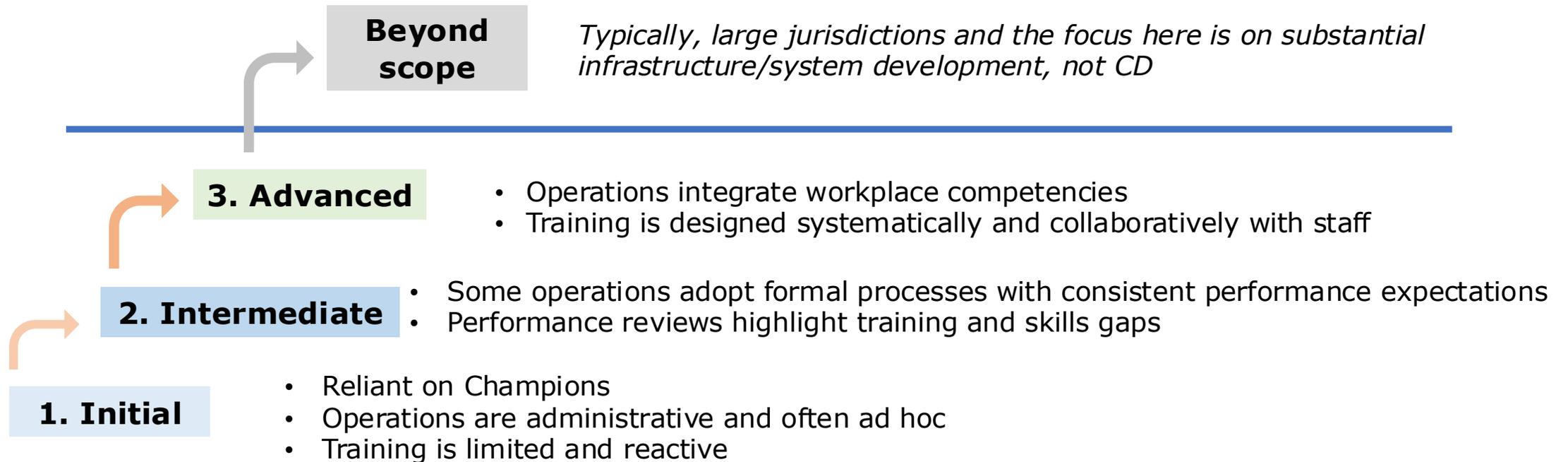
The Rural Development Institute (RDI) is a research centre based at Brandon University. First opening in 1989, the work of RDI has been focused on engaging in community-based projects with rural researchers and partners. RDI is focused on supporting the sustainable development of rural communities, addressing key issues such as economic development, social equity, and community capacity building. Through collaborative partnerships, RDI aims to generate knowledge and share evidence-based findings to inform policymakers on the realities of rural and remote living.

<https://www.brandonu.ca/research-connection/article/getting-to-know-the-rural-development-institute/>



Sources: Curtis, 2009; Heller & Varney, 2013; Prosci, 2023

Management Maturity Models apply in sectors:
IT, Health, Education, Business, and
Community Development



Adapted from Gary McNeely and Wayne Kelly. *Recognizing Prior Learning in the Context of Rural Community Development*. 5th VPL Biennale Conference – People, Validation, and Power: Democracy in Action? Kilkenny, Ireland.

Where do we think most planning activities fall?

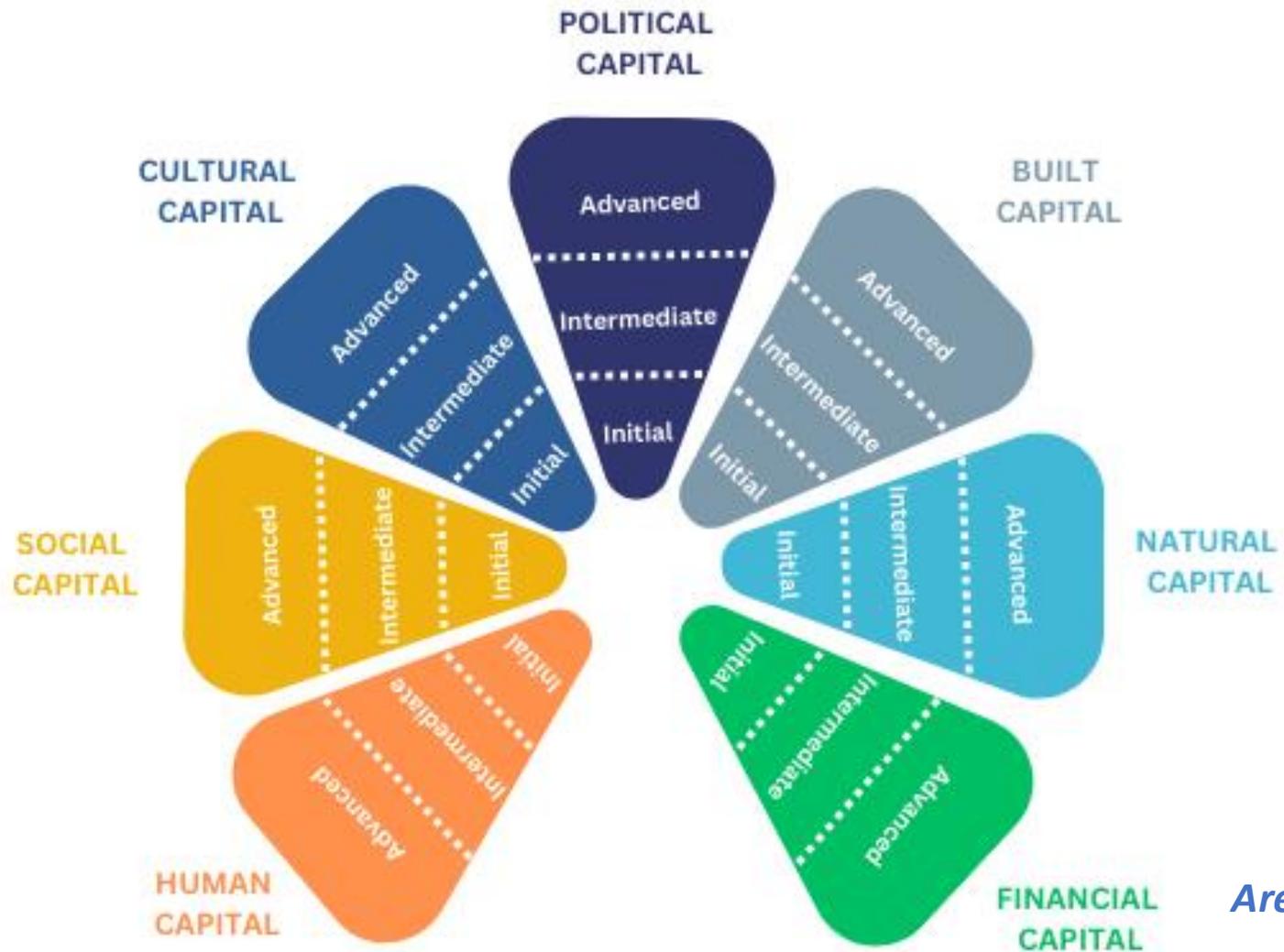


- Assets and resources applied in CD projects
- Interacting dimensions within CD projects intended to enhance Community Well-being
- Fluid, enacted and engaged rather than static
- Prioritized differently depending on the community
- Knowledge and skills interconnect all capitals

CD Projects can draw upon Capitals if there is:

- Access to Capitals
- Knowledge and Skills to Use
- Application of Capitals
- Assessment of Impacts

Source: Emery & Flora, 2006; Fey et al., 2006; Kelly, 2020

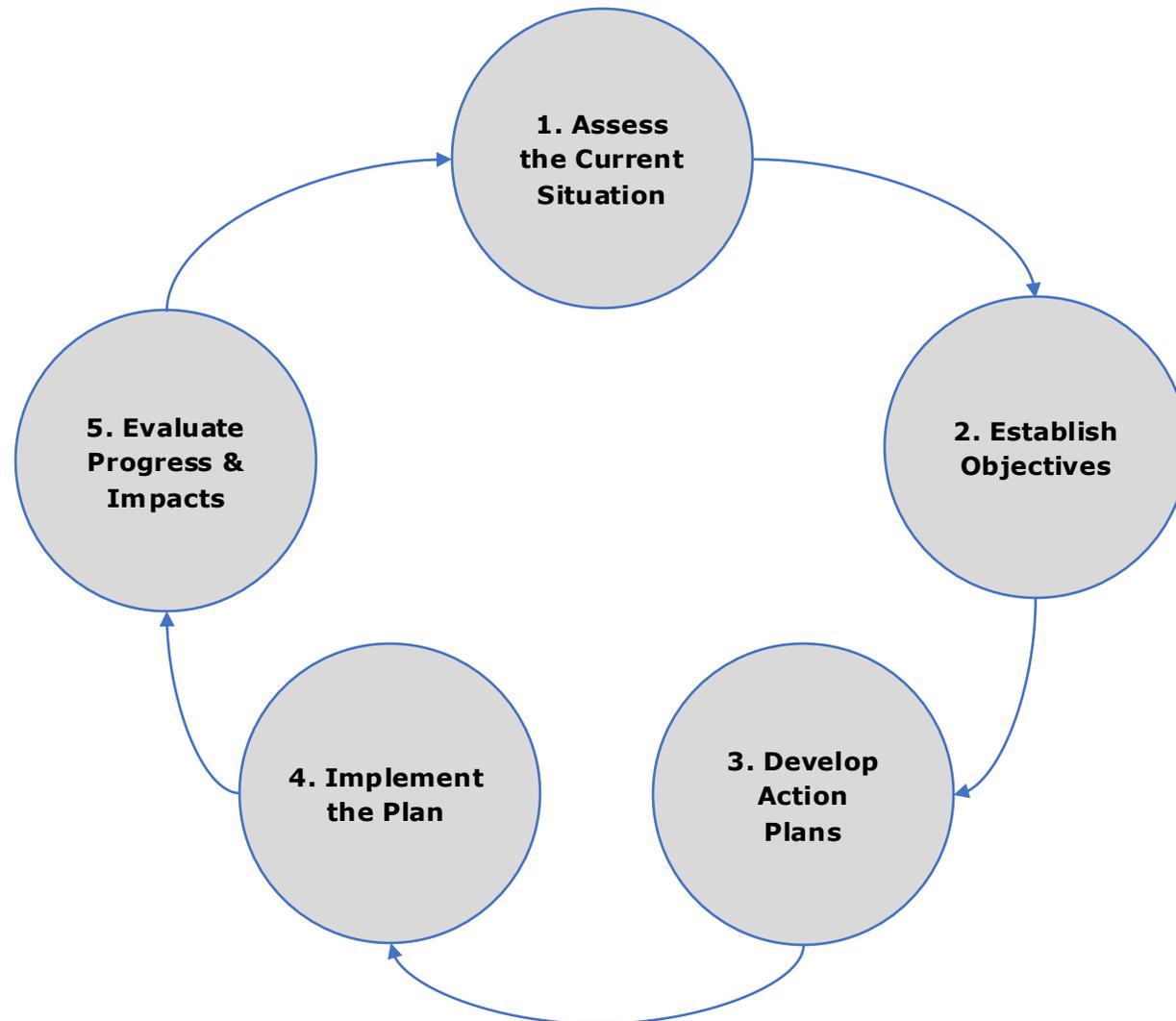


*What capitals do planners focus on?
Are there differences in levels for planners by capital?*

	GRASSROOT <i>(Initial)</i>	DIRECTED <i>(Intermediate)</i>	IMPOSED <i>(Advanced)</i>
OWNERSHIP	Locally-driven and initiated by community members/groups.	Internal/external-driven on essential services. For community, not with.	External-driven, multi-community infrastructure or institutional development
COMMUNITY INVOLVEMENT	Community is usually very engaged	Engaged - but might only be to share information or token approval	Little to no involvement or input from community
CAPACITY	Low capacity required – builds the capacity/empowerment during	High (external?) capacity required – might build moderate capacity/empowerment	External Capacity required - Does not build capacity or empower community typically
	<i>Example: Community Gardens</i>	<i>Example: Bike Paths</i>	<i>Example: Provincial roads</i>

Source: Modified from Matarrita-Cascente & Brennan, 2023

**What type of CD projects do planners work on the most?
Does this typology make sense and resonate?**



PLACE-BASED COMMUNITY REALITIES

- Rural communities are unique: demographics, economic sectors, education/medical services, amenities, governance, region
- Communities, Organizations, and Individuals participating in CD have differing capacities / competencies
- CD participants are often community champions and volunteers
- All stages in CD are opportunities for recognizing learning and building community capacity *

*Where do you fit in this CD Cycle?
Which phase do you spend the most time and energy?*

- **Community Leadership and Departments**
 - Mayors and Council Members; Chief Administrative/Financial Officer; Economic Development Officer; **Planners**; Executive Directors, etc.
- **Regional Political Leaders**
- **Local Businesses Leaders** – Employers, Chamber of Commerce
- **Community Organizations** – Directors, Managers, Members
 - Sports / Arts / Immigrant / Social / Environment / Education / Health / Religion & Cultural / Youth & Seniors / Tourism groups ...
- **Individuals** – concerned citizens
- **External Experts or Consultants**



NOC No. & Role	Knowledge	Skills / Aptitudes	Education / Training
21202 - Urban and Land Use Planners	Business management	Critical thinking	Higher Education - College / University
41402 - Economic Development Officer	Communications	Analytical thinking	Possible Sector Certification
00011 - Municipal Administrator/ Chief Administrative Officer	Human Resources	Decision making	Career Advancement through Work Experience and Professional Development
NOC 00012 - Chief Financial Officer	Financial Resources	Evaluation	
11201 - Project Manager		Information ordering	
40030 - Manager of Community Organizations		Categorization flexibility	
NOC 41403 - Community Organizer		Collaboration	
NOC 54100 - Program Leader in recreational sports		Coordinating	
		Attention to detail	
		Concern for others	

Source: Government of Canada. (2024). Occupational and Skills Information System (OaSIS)

OaSIS Database		
Knowledge	Skills / Behaviors	Education / Training
Water Resources	Evaluation	A bachelor's degree in urban and regional planning, geography, architecture, engineering, or a related discipline is required. A master's degree in planning may be required; membership in the Canadian Institute of Planners is usually required.
Mathematics	Critical Thinking	
Technical Design	Decision Making	
Forestry	Digital Literacy	
Humanities	Categorization Flexibility	
Building & Construction	Information Ordering	
Business Management	Mathematical Reasoning	
Geoscience	Coordinating	
Clerical	Collaboration	
Communication	Adaptability	
	Analytical Thinking	
	Attention to Detail	
	Independence	

Source: Government of Canada. (2024). Occupational and Skills Information System (OaSIS)

Canadian Institute of Planner	
Functional Competencies	Enabling Competencies
Human Settlement	Critical Thinking
History & Principles of Community Planning	Interpersonal Communication
Government, Law and Policy	Leadership
Plan and Policy Considerations	Professionalism and Ethical Behavior
Plan and Policy Making	
Plan and Policy Implementation	
Developments in Planning and Policy	

Source: Canadian Institute of Planners (2010). Competency Standards for the Planning Profession in Canada: Final Report and Recommendation

What competencies are missing, if any?
Which competencies are the most important?

Individuals		Organizations	
Knowledge		Knowledge	
i. Leadership		i. Economic development (business, commercial, real estate, housing sectors)	
ii. Organizational development		ii. CDO organization development	
iii. Collaboration strategies with organizations		iii. Leadership and staff training	
iv. Group dynamics		iv. Community education and training	
v. Cultural competency		v. Project management	
vi. Community assets and resources			
vii. Sustainability			
viii. Self-awareness of strengths and weaknesses (H/S)			
Skills		Skills	
i. Public deliberation		i. Community engagement	
ii. Facilitation and conflict resolution		ii. Volunteer management	
iii. Coaching		iii. Strategic planning and initiative development	
iv. Strategic planning		iv. Data management	
v. Asset-based methods		v. Digital literacy (software platforms and social media)	
vi. Project and program planning		vi. Communications (written, interpersonal)	
vii. Research methods & data analysis		vii. Critical thinking & creativity	
viii. Communications (oral, written, interpersonal, cross-cultural)			
Values/Attitudes		Values/Attitudes	
i. Collaboration		i. Professionalism	
ii. Community-led collective action		ii. Motivation, ethics, integrity	
iii. Public involvement		iii. Self-awareness & development	
iv. Empowerment			
v. Democracy			
vi. Social justice			
vii. Diversity, equality, empathy, humility			

-  Human
-  Social
-  Cultural
-  Political
-  Built
-  Natural
-  Financial

- Community Profiles and Asset Mapping
- Individual and Organizational Profiles
- PLAR Assessments of Individuals, Organizations and CD Projects
- Recognition of CD Competencies
- Training Recommendations for CD Competency Gaps
- CD Project Impact Assessments
- *What capacity assessment tools do you use?*

Organization/Institution	Credential Title	Degree	Certificate 1yr	Diploma 2yr	Non-Formal
Brandon University	Rural & Community Studies	BA			
	Rural Development	MA			
University of Winnipeg	Applied Project Management		X		
University of Manitoba	City Planner	MA			
	Municipal Administration		X		
	Public Sector Management		X		
University College of the North	Community Economic Development			X	
Red River Polytech	Social Innovation & Community Development		X		
	Community Development			X	
	Indigenous Social Entrepreneurship			X	
Economic Developers Association of Manitoba	Community Edge Training (8 Mods)				X
Canadian CED Network	Community Leadership; Leading through Change; Navigating Change				X
Community Futures MB	Workshops on Entrepreneurship & Economic Development (13 in total)				X
Cape Breton University	Community Development	MBA			
	Business Analytics			X	

What other formal training do you use?

What informal training do you use?

Final Discussion - Reflection

1. What type of development projects are planners usually engaged in? Grassroots/Directed/Imposed
2. What level of development projects are planners usually engaged in? Initial/Intermediate/Advanced
3. What area of development projects are planners usually engaged in? Human/Social/Cultural/Financial
/Political/Built/Natural
4. What is missing from this discussion?

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THANK YOU!

- Gary McNeely – mcneelyg@brandonu.ca
- Wayne Kelly – kellyw@brandonu.ca

For more on the RDI Capacity Building Project:

QR CODE/LINK –

<https://www.brandonu.ca/rdi/projects/designing-capacity-building-pathways-for-rural-community-development/>

Invitation to Participate in:

- **Involvement in Case Studies**
- **Key Informant Interviews**
- **Delphi Discussions**

If interested, get in touch!

