



**g·e·s·i**

GLOBAL ENGAGEMENT STUDIES INSTITUTE  
offered by Northwestern University



NORTHWESTERN  
UNIVERSITY

**DOING DEVELOPMENT:  
Theory and Practice of Global Community Consulting**

**COMMUNICATION STUDIES 395-SA**

**Emeritus Professor: Paul Arntson, Ph.D.**

Phone (cell): 847-420-6190

Email: [p-arntson@northwestern.edu](mailto:p-arntson@northwestern.edu)

**Course Objectives**

The objectives of this course are (1) to help prepare students while at NU to develop and complete community engagement projects with international host organizations, (2) to support them while they are working abroad, and (3) to help them reflect collaboratively on their learning experiences when they return to NU. By preparing for, doing, and evaluating community development work, students will become more competent collaborative change agents in their communities and institutions.

**Course Components**

1. **One Week of Intensive Pre-departure Coursework at Northwestern**
2. **Approximately 2-month Team Development Work in Bolivia, Costa Rica, Ghana, Guatemala, Uganda, or Vietnam** (8 hours a day, 5 days a week for a total of 280 hours). Written reports required as discussed below.
3. **Periodic Cultural Enrichment Activities** as organized by local partners.
4. **Three-day Final Reflection Summit at Northwestern**

**Course Resources**

**Time.** In addition to class meetings during the Pre-departure Coursework at NU, the groups will engage in learning activities and case study discussions regularly. There will be feedback sessions on the groups' activities, and readings and course handouts will be applied to those activities. In addition, there will be daily time set aside for the groups to meet with their student instructors (program alums), and country mentors (NU faculty, graduate students, and individuals in the greater Chicago area who are experts or locals from the countries where GESI students will be living). When the students return to NU there will be reflection sessions. Students will also have time during the Final Reflection Summit to meet individually with NU staff.

**Instructors.** Besides the lead emeritus professor from the Communication Studies Department, the students will have regular access to co-educators in the program: student instructors, country mentors, staff from NU, partner staff, and colleagues from their internship organization. The student instructors will work with the groups setting up activities, observing the groups' discussions, helping the students learn from their behaviors, and making themselves available for questions and suggestions. The student instructors will have taken an intensive mini-course preparing them to co-host learning opportunities for the students this coming summer.

## Course Readings (Available in Canvas)

### The Doing Development Toolbox

#### Asset-Based Community Development (ABCD)

- Kretzmann, J. and McKnight, J. (2005). *Discovering Community Power*. The Asset Based Community Development Institute. Select Pages. Full text available at <https://resources.depaul.edu/abcd-institute/resources/Pages/tool-kit.aspx>
- McKnight, John L. (2003). *Regenerating community: The recovery of a space for citizens*. Institute for Policy Research, Northwestern University.

#### Adaptive Design (Adaptive Leadership + Design Thinking)

- Bernstein, M. and Linsky, M. *Leading Change Through Adaptive Design*. Stanford Social Innovation Review. Stanford, Winter 2016. 49-54.

#### Appreciative Inquiry

- *Assumptions of Appreciative Inquiry*. Adapted from Hammond, S. (2013). The Thin Book of Appreciative Inquiry, Thin Book Publishing Co. And Cooperrider and Srivastva (1987). "Appreciative Inquiry Into Organizational Life" in Research in Organizational Change and Development. Pasmore and Woodman (eds.) Vol 1, JAI Press.
- *The Appreciative Inquiry Model*. From E.H. Kessler, (ed.) Encyclopedia of Management Theory, Sage Publications, 2013.

#### Collaborative Decision Making

- Gabarro, J. and Harlan, A. "Note on Process Observation." Harvard Business Review. Harvard Business School Publishing, 1976. 1-7.
- Pavitt, C. and Curtis, L. "Formal Procedures for Group Decision Making." Small Group Communication: A Theoretical Approach. University of Delaware, 2000. 429-453.
- Stone, D., et. al. (1999). *Difficult Conversations*. Penguin Books. *Note: You are provided with a summary of ideas from this resource.*

#### Community Organizing and Change

- Avila, M. (2017). *Transformative Civic Engagement Through Community Organizing*. Stylus.
- Obama, Barack. (1988). Problems and Promise in the Inner City. *Illinois Issues*. From <http://illinoisissues.uis.edu/archives/2008/09/whyorg.html>
- Obama, Barack. "Values." The Audacity of Hope: Thoughts on Reclaiming the American Dream. Random House, 2006. 43-69.
- Palmer, Parker J. "On Leadership and the Courage to be Involved: A Movement Model of Social Change." Monmouth College, 1994.
- Stott, Leda and Keatman, Tracy. "Tools for Exploring Community Engagement in Partnerships." *Building Partnerships for Development in Water and Sanitation*, 2015.

#### Participatory Development

- Burkey, S. (1993). Objectives and Principles of Self-Reliant Participatory Development. In *People First: A Guide to Self-Reliant, Participatory Rural Development* (205-211). Zen Books.
- Lukas, C.A. (1998). *Consulting with Nonprofits*. Amherst H. Wilder Foundation. Select Pages.

#### Storytelling

- Ganz, Marshall. (2007). "Telling Your Public Story: Self, Us, Now."

#### Systems Thinking

- Brown, L. *Bridge-Building for Social Transformation*. Stanford Social Innovation Review. Stanford, Winter 2015. 34-39.
- Senge, P., Hamilton, H. & Kania, J. *The Dawn of System Leadership*. Stanford Social Innovation Review. Stanford, Winter 2015. 26-33.

### **Additional Readings**

- Paul Arntson's Approach to Learning, essay.
- GESI Case Studies

### **Assignments and Evaluation**

The requirements for this course are intended to provide opportunities to develop your skills and measure your progress in the areas outlined above. This course is built on consistent written reflection, both individually and collectively in groups. The assignments are designed to help you and your group critically process the class material and shape the course of your project work in the field. All written assignments are required.

Your course grade will be determined as follows:

#### **Participation (10%)**

Attendance at all classes meetings is mandatory. The majority of each meeting will be devoted to analyzing case studies, discussing the readings, and working through the issues these raise. You will be assessed on your participation in class and group discussions.

#### **Written Assignments (90%)**

During the ~2-months in the field working on your project, each student team is required to work together to write a total of 9 papers. These papers should be the collective involvement of all team members. Each will be graded and will make up the largest component of your course grade. However, if after 5 weeks in the program, at least 60% of a group asks in writing that their group's grade be individually assessed, then a confidential evaluation will be conducted. Each member will evaluate every other group member based on their contributions to the group. These evaluations will be sent to the lead professor. The group members' evaluations may then be used in differentially determining each group member's grade.

More detailed instructions for the content of these papers will be provided in the course.

1. **Work Plan Proposals** These proposals should be max 4 pages and the initial proposals are due by the end of the second week in country, unless indicated otherwise. Revised proposals should be turned in as needed when there are major changes in the plan for work.
2. **External Work Plans** These plans should be max 6 pages and are due by the end of the third week in country, unless indicated otherwise. Revised plans should be turned in as needed when there are major changes in the projects.
3. **Internal Work Plans and Group Progress Reports (7 total)** Each week a max one to two page internal plan/progress report should be agreed upon for the following week based on what is outlined in the external work plan for that week as well as a report on what the group accomplished during the week and the challenges that the group is experiencing.
4. **Final Summit Summary** This document is due before students' return to Northwestern for the Final Reflection Summit, and will be shared with all GESI students. It requires a thorough description and analysis of the project, including an executive summary that briefly describes the setting, the objectives, the implementation, the outcomes, and the lessons learned. These summaries will be posted on the hallway walls for all the students to read and discuss as well as placed in everyone's folder.

All components of your grade will be evaluated on an A, A-, B+, B, B-, C+, C, C-, D, F. Grade reports are available on [CAESAR](#) soon after the end of the quarter. Grades are not given by phone, e-mail, or in person.

#### **Academic Credit:**

In this course you will earn one course unit credit from Northwestern University, which is equal to 4 quarter hours. This is equal to approximately 3 semester hours of credit. If you need more detailed information, please contact [conversion@northwestern.edu](mailto:conversion@northwestern.edu) or call 312-503-0306.

## Course Policies

### *Completing Course Requirements*

Please note that failure to complete any of the assignments for this course will result in a non-passing grade for the course.

### *Academic Integrity*

University policies on academic integrity apply to this course. Cheating (using unauthorized materials or giving unauthorized assistance during an examination or other academic exercise) and plagiarism (using another's ideas or words without acknowledgment) are serious offenses in a university. All quotations and ideas taken from others should be appropriately cited in all written work. For more information on University policy on academic integrity, see [Academic Integrity Policy](#).

### *Students with Disabilities*

Northwestern is committed to providing appropriate academic accommodations to assure equal access to all, as am I. If you have specific disabilities that require accommodation, please let me know early in the quarter so that your learning needs may be appropriately met. Students with disabilities are encouraged to contact [AccessibleNU](#), 2122 Sheridan Road, Room 130, 847-467-5530.

## Course Activities

### **Pre-Departure**

During the week that students will initially be at NU, they will be placed in their country groups and internship teams. The groups will work on three inter-related sets of emergent leadership and decision-making skills and strategies for *intra-group*, *inter-group*, and *community* collaboration in multi-cultural contexts.

**First**, based on community organizing materials and activities, students will learn how to **articulate** and **align** shared core values, common goals, and mutual self interests, as well as to **discover** and **mobilize** gifts, assets and resources. Successfully “doing” these four verbs is essential to build and sustain consensual interdependence in their groups, between their groups and their host organizations, and with their community partners.

**Second**, while working on international development case studies, the student groups will learn how to move from **diversity to divergence**, from **divergence to convergence**, from **convergence to action**, and from **action to learning**. How they make these moves will determine their ability to work together, interact with their host organizations, and engage their community partners in multi-cultural contexts.

**Third**, drawing from the community consulting literature, student groups will learn how to develop a **project proposal**, an **external work plan** between their groups and their host organizations, and weekly **internal work plans** for mutual accountability.

**Fourth**, based on ABCD and participatory development models, students will build their skills and strategies for doing short term, small-scale development projects with local NGOs and community members.

### **In-Country Immersion**

After getting acquainted with their host sites, students will start to construct their project proposals with their site coordinators. The proposals must be approved by the site coordinators, the students, and NU staff. Then the groups will develop external work plans for approval by their site coordinators and NU staff. The proposals and work plans are subject to modification.

At the end of each week the groups will file with the NU staff an internal work plan for the week (maximum one page) and a progress report (maximum one page). In the internal work plan they need to a) list what they completed the previous week, with appropriate names attached to each item, b) identify what barriers they are currently encountering, and c) list what the group is planning to accomplish next week, with appropriate names attached to

each item. In the progress report they need a) identify up to three things the group did well the previous week, and b) identify up to three things the group could do better in the future.

### **Final Reflection Summit**

In the three days students are back at NU, they will participate in a series of cognitive assessments of their projects abroad to evaluate performance and impact of their work and to draw out relevant lessons about their projects, themselves, and development work more generally.

**First**, each group will prepare an executive summary (the Final Summit Summary) of their projects that briefly describes the setting, the objectives, the implementation, the outcomes, and the lessons learned. These summaries will be posted on the hallway walls for all the students to read and discuss as well as placed in everyone's folder.

**Second**, the groups will identify the opportunities and challenges they encountered in working with their host organizations and their community partners in their multicultural contexts. As groups are verbally brainstorming these opportunities and challenges, they will be placed in similar content categories. The groups will then identify ways to fulfill the opportunities and meet the challenges.

**Third**, the students in their groups will share their own strengths and weaknesses that were revealed to each of them while participating in the GESI program, both confirmed strengths and weaknesses, and surprise strengths and weaknesses. The groups will then discuss how these strengths and weaknesses were used, transformed, and compensated for in their groups.

**Fourth**, the students will be asked to evaluate the overall program by answering three questions. (1) What did you find most useful and interesting in the program? (2) What did you find least useful and interesting in the program? (3) If you were in charge of the program, what would you do to improve it? Based on their answers, a discussion will ensue on how to improve the program in the future.

### **Tentative Pre-Departure Schedule**

#### **Session 1**

- Topics:** From Service through Capacity Building to Reciprocal Competency: Community-Institution Problem-Solving Contexts, Problem-Solving Roles, Competency Process
- Activities:** Learning Expectations, The Doing Development Toolbox, Community Icons
- Readings:**
- Paul Arntson's Approach to Learning, essay.
  - McKnight, John L. (2003). *Regenerating community: The recovery of a space for citizens*. Institute for Policy Research, Northwestern University.
  - Stott, Leda and Keatman, Tracy. "Tools for Exploring Community Engagement in Partnerships." *Building Partnerships for Development in Water and Sanitation*, 2015.

#### **Session 2**

- Topics:** Building and Sustaining Consensual Interdependence
- Activities:** Associational, Interest, and Asset Mapping
- Readings:**
- Kretzmann, J. and McKnight, J. (2005). *Discovering Community Power*. The Asset Based Community Development Institute. Select Pages. Full text available at <https://resources.depaul.edu/abcd-institute/resources/Pages/tool-kit.aspx>
  - Avila, M. (2017). *Transformative Civic Engagement Through Community Organizing*. Stylus.
  - Obama, Barack. (1988). Problems and Promise in the Inner City. *Illinois Issues*. From <http://illinoisissues.uis.edu/archives/2008/09/whyorg.html>

### Session 3

**Topics:** Collaborative Decision-Making in Diverse Contexts; Intra- and Inter- Group Dynamics and Leadership

**Activities:** Case Study Discussions and Inter Group Feedback

**Readings:**

- Gabarro, J. and Harlan, A. "Note on Process Observation." Harvard Business Review. Harvard Business School Publishing, 1976. 1-7.
- Pavitt, C. and Curtis, L. "Formal Procedures for Group Decision Making." Small Group Communication: A Theoretical Approach. University of Delaware, 2000. 429-453.
- GESI Case Studies

### Session 4

**Topics:** From Linear to Systems Thinking; Listening – Talking – Feedback

**Activities:** Case Study Discussions and Inter Group Feedback (Latin American Sites in Spanish)

**Readings:**

- Brown, L. *Bridge-Building for Social Transformation*. Stanford Social Innovation Review. Stanford, Winter 2015. 34-39.
- Senge, P., Hamilton, H. & Kania, J. *The Dawn of System Leadership*. Stanford Social Innovation Review. Stanford, Winter 2015. 26-33.
- GESI Case Studies

### Session 5

**Topics:** Motivation and Change

**Activities:** Shared Core Values Workshop

**Readings:** Case Study Discussions and Inter Group Feedback (Latin American Sites in Spanish)

- Obama, Barack. "Values." The Audacity of Hope: Thoughts on Reclaiming the American Dream. Random House, 2006. 43-69.
- Palmer, Parker J. "On Leadership and the Courage to be Involved: A Movement Model of Social Change." Monmouth College, 1994.
- Bernstein, M. and Linsky, M. *Leading Change Through Adaptive Design*. Stanford Social Innovation Review. Stanford, Winter 2016. 49-54.
- *Assumptions of Appreciative Inquiry*. Adapted from Hammond, S. (2013). *The Thin Book of Appreciative Inquiry*, Thin Book Publishing Co. And Cooperrider and Srivastva (1987). "Appreciative Inquiry Into Organizational Life" in Research in Organizational Change and Development. Pasmore and Woodman (eds.) Vol 1, JAI Press.
- *The Appreciative Inquiry Model*. From E.H. Kessler, (ed.) Encyclopedia of Management Theory, Sage Publications, 2013.
- GESI Case Studies

### Session 6

**Topics:** Community Conflict Resolution and Consulting Tools

**Activities:** Case Study Discussions and Intra Group Feedback

**Readings:** Community Covenants

- Burkey, S. (1993). Objectives and Principles of Self-Reliant Participatory Development. In *People First: A Guide to Self-Reliant, Participatory Rural Development* (205-211). Zen Books.
- Lukas, C.A. (1998). *Consulting with Nonprofits*. Amherst H. Wilder Foundation. Select Pages.
- Stone, D., et. al. (1999). *Difficult Conversations*. Penguin Books. *Note: You are provided with a summary of ideas from this resource.*
- GESI Case Studies

## **Tentative Final Summit Schedule**

### **Session 1**

**Topics:** Opportunities and Challenges of Inter/Intra Group Dynamics  
**Activities:** Final Report Working Session; Personal Pluses and Minuses

### **Session 2**

**Topics:** Project Reflections and Comparisons  
**Activities:** Discussions, and Q&A

### **Session 3**

**Topics:** Beyond Sustainability  
**Activities:** Storytelling Session

**Readings:**

- Ganz, Marshall. (2007). "Telling Your Public Story: Self, Us, Now."