

CT2

#ASSET MINDSET



## LEAD WITH COMMUNITY VOICE + CHOICE

[tinyurl.com/cctboxct2](https://tinyurl.com/cctboxct2)



We fail as changemakers when we diagnose problems and design solutions FOR people. I've been in more meetings than I can remember where well-intentioned professionals, including me, spent hours discussing THEIR problems, and how we could solve problems for THEM. This is a perniciously easy trap to fall into.

We succeed when we help the people who are the most directly affected by problems take a/the lead role in diagnosing, prioritizing, and solving them. This is the most dignified approach. It's the most effective and efficient approach. And it helps to empower the sense of agency and ownership that's necessary for creativity to thrive and sustainability to become possible.

*"Social entrepreneurs...view villagers as the solution, not as the passive beneficiary. They begin with the assumption of competence and unleash resources in the communities they are serving."*

**DAVID BORNSTEIN**  
AUTHOR |  
SOCIAL ENTREPRENEUR

**▶ SEE THIS CHANGEMAKING TRIMTAB IN ACTION | SELECT CHANGEMAKING INNOVATION MINI-CASE EXAMPLES**

<input type="checkbox"/>	<b>V17 DESIGNED "WITH," NOT "FOR"</b>	A social enterprise in India employs a user-centric approach throughout the stove design process.	<b>p. 361</b>
<input type="checkbox"/>	<b>V31 GIVING CHOICE FOR A CHANGE</b>	A woman entrepreneur in Kenya is empowered to choose where and how to prioritize money from an organization.	<b>p. 364</b>
<input type="checkbox"/>	<b>V35 COMMUNITY-OWNED EDUCATION</b>	A Native American community is now deciding how education is designed for local children and youth.	<b>p. 364</b>
<input type="checkbox"/>	<b>V41 A STOPLIGHT FOR POVERTY ALLEVIATION</b>	Community members in Paraguay are using a simple tool to help them analyze and prioritize poverty alleviation strategies.	<b>p. 366</b>
<input type="checkbox"/>	<b>V43 A COMMUNITY-LED RECOVERY</b>	Community members in Puerto Rico are leading post-hurricane recovery efforts.	<b>p. 366</b>
<input type="checkbox"/>	<b>V50 HANDS-ON LEADERSHIP + EMPATHY EDUCATION</b>	Students are playing critical leadership roles in their school in Thailand.	<b>p. 367</b>
<input type="checkbox"/>	<b>V63 WELCOMING COMMUNITIES</b>	Current community members and new immigrants convene to build empathy and understanding.	<b>p. 370</b>
<input type="checkbox"/>	<b>V69 THE CITIZEN'S JUSTICE LEAGUE</b>	Family members and friends are playing a central role in the legal defense of their loved ones.	<b>p. 371</b>
<input type="checkbox"/>	<b>V77 ADVANCING EMPLOYEE OWNERSHIP</b>	Business ownership is transferred to employees.	<b>p. 373</b>

**🔧 YOUR TURN | SUGGESTED TOOLS TO HELP YOU PUT THIS IN ACTION**

<input type="checkbox"/>	<b>T2.2 RACI STRUCTURE CHECK-IN</b>	Establish roles and responsibilities that prioritize leadership by the people who have the most invested in designing successful solutions.	<b>p. 128</b>
<input type="checkbox"/>	<b>T2.4 STAKEHOLDER ENGAGEMENT LEVEL CHECK-IN</b>	Analyze engagement levels of key stakeholders and consider what changes should be made so that people most affected can take more leadership/ownership roles.	<b>p. 132</b>
<input type="checkbox"/>	<b>T3.1 PROXIMITY WHITEBOARD</b>	Analyze your team's proximity to the people, place and problem. Ideate about how you might get more proximate.	<b>p. 148</b>
<input type="checkbox"/>	<b>T6.8 STAKEHOLDER POWER MAP</b>	Analyze the relationships and power dynamics in the system.	<b>p. 226</b>

<b>THE CURRENT CONTEXT</b>	
<b>THE PROBLEM</b>	
<b>WHO'S THE COMMUNITY?</b>	

**HOW MIGHT WE LEAD WITH COMMUNITY VOICE + CHOICE?**



PRIORITY FOR OUR CHANGEMAKING EFFORTS	PERCEIVED STRENGTH OF THIS CONCEPT/ IDEA	POTENTIAL POSITIVE IMPACT OF THIS CONCEPT/ IDEA
LOW    MEDIUM    HIGH	LOW    MEDIUM    HIGH	LOW    MEDIUM    HIGH
<b>WHY?</b>	<b>WHY?</b>	<b>WHY?</b>

<b>NOW WHAT?</b>	
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