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Individual capacities (human capital) of the Tusubila crafts group

Tamara Martin
tkmartin@iastate.edu

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INDIVIDUAL CAPACITIES (HUMAN CAPITAL) OF THE TUSUBILA CRAFTS GROUP

Submitted by:
Tamara Martin

Presentation to POS Committee:
November 16, 2018

Cover photos at Tusubila weekly meeting by author Tamara Martin
EXECUTIVE SUMMARY

The purpose of this project is to enhance the development process of Tusubila, an emerging crafts group located in Kamuli District, Uganda. To achieve this, I conducted an individual capacity inventory of Tusubila members, guided by the principles of Asset Based Community Development which falls under the Community Capitals Framework. By emphasizing the individual and collective capacities of the members of Tusubila, the results of this project will empower the women to strengthen their organization, thereby increasing the probability of Tusubila’s long-term self-sustainability.

To learn about Tusubila’s individual and group capacities, (also referred to as assets and gifts in this study), an interview team was enlisted to survey each member. We divided assets into four categories: Hand, Head, Social, and Heart. This study found that the Tusubila crafts group has a variety of capacities that can be drawn upon to benefit the organization and its members. Tusubila strengths include:

Hand – Basket weaving, small-holder farming, other primarily craft product and domestic skills.
Head – Breadth of business experience in local, informal sector.
Social – Bonding social capital, multi-lingual abilities, and internal leadership.
Heart – Shared motivations and aspirations: improve home, care for children, socialize, earn an income, make crafts, and learn new skills to achieve these.

Furthermore, the study revealed that membership in Tusubila has a strong impact on the women by facilitating the opportunity for socialization. This study also uncovered women’s interest in learning additional skills, and the cohorts who might be able to teach them.

Next steps toward Tusubila’s independence should start with implementation of training programs that match the interests of the women with filling the needs of the organization. Broader asset mapping will help Tusubila to better understand itself in a larger, more comprehensive context. Appreciative inquiry will move Tusubila toward action planning. Visioning will guide participants’ thoughts into the future and act as a guiding compass. And finally leadership training will provide Tusubila members with the skills to achieve their aim.
# TABLE OF CONTENTS

List of Figures  Pg. 4  
Acknowledgements  Pg. 5  
Introduction  Pg. 6  
  Purpose and Significance of the Project  Pg. 8  
  Overview of report  Pg. 10  
Individual Capacity Inventory Relationship to Community Development  Pg. 11  
  Community Capitals Framework  Pg. 12  
  Asset Based Community Development  Pg. 13  
  Individual Capacity Inventory  Pg. 14  
Study Methodology  Pg. 16  
  Guiding Questions  Pg. 16  
  Survey Development  Pg. 17  
  Ethical Review  Pg. 20  
  Data Collection  Pg. 21  
  Data Processing  Pg. 24  
Individual Capacity Inventory for Tusubila  Pg. 26  
  Tusubila Gifts of the Hand  Pg. 28  
  Tusubila Gifts of the Head  Pg. 31  
  Tusubila Social Gifts  Pg. 33  
  Tusubila Gifts of the Heart  Pg. 36  
Recommendations  Pg. 41  
  Incorporate Visioning and Leadership Development  Pg. 41  
  Provide Skills Training  Pg. 42  
  Utilize Additional Community Development Strategies  Pg. 43  
  Conduct Follow-up Capacity Inventories  Pg. 44  
Conclusion: A Positive Step in the Right Direction  Pg. 48  
References  Pg. 50  
Glossary of Terms  Pg. 52  
Appendices  Pg. 54  
  Appendix A  Examples of Individual Capacity Inventory Tools  Pg. A1  
  Appendix B  Survey Instrument Created and Used for This Study  Pg. B1  
  Appendix C  Report Prepared for and Presented to Tusubila  Pg. C1  

*Data spreadsheets with additional charts are available in a separate file for internal use*
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Map showing Uganda and Kamuli District</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Guiding principles of community development for this project</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Community Capitals Framework</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Individual Capacity Inventory within an organizational map</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Survey tool cover page/Individual Capacity map template</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>Photo: Interview/translation team surveying Tusubila participant</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>Tusubila Individual Capacity Summary Map</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>Crafts Tusubila members know how to make</td>
<td>29</td>
</tr>
<tr>
<td>9</td>
<td>Photo: Display of Tusubila crafts</td>
<td>29</td>
</tr>
<tr>
<td>10</td>
<td>Education levels of Tusubila members</td>
<td>31</td>
</tr>
<tr>
<td>11</td>
<td>Number of members who can communicate in each language</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>Leaders of Tusubila as reported by their peers</td>
<td>36</td>
</tr>
<tr>
<td>13</td>
<td>Why members joined and what they now like best</td>
<td>37</td>
</tr>
<tr>
<td>14</td>
<td>What Tusubila women want to learn</td>
<td>38</td>
</tr>
<tr>
<td>15</td>
<td>Hopes for the future</td>
<td>39</td>
</tr>
</tbody>
</table>
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INTRODUCTION

Much more than a pastime, the production of handicrafts allows individuals to create useful objects, express their culture, and generate items of trade for other goods. More recently, the making of hand-crafted objects has become a development tool to provide a new source of income or income diversification for food insecure and economically vulnerable populations.

Uganda is one of the youngest counties in the world. In 2015 the median age was 15.9 years (World Economic Forum/U.N., 2016). Nearly 70% of the population in Uganda is under the age of 25. Life expectancy is 56.7 years of males and 60.5 years for females. While the global rate is 2.5 children per woman, the Total Fertility Rate (TFR) in Uganda has remained on average around 6.9 in the past decade (World Population Review, 2018). Uganda is also considered one of the poorest countries in the world. While the global Gross National Income (GNI) per capita is $16,609, the GNI for Uganda is $1,820 (World Bank, 2018).

The Center for Sustainable Rural Livelihoods (CSRL) in the College of Agriculture and Life Sciences (CALS) at Iowa State University (ISU) has been involved in development efforts in Uganda since 2004. The vision of CSRL is: thriving rural communities that benefit from food and financial security, quality education and healthcare, civic participation, social inclusion, environmental stewardship, and overall sustainable livelihoods. CSRL’s mission is: to support resilient, sustainable rural livelihoods through the discovery and application of science-based and indigenous knowledge. In 2013, as development efforts progressed, CSRL in conjunction with ISU, and the Iowa State University Foundation formed the Iowa State University-Uganda Program (ISU-UP), a non-governmental organization registered with the government of Uganda. ISU-UP is a multi-faceted development program with a holistic approach that seeks to touch peoples' lives across all phases of their life span.

ISU-UP is located in Kamuli District, Uganda. Located less than 60 miles northeast of the capital city of Kampala, Kamuli District is an approximately 4-hour drive in a private car under good conditions. The district is one of the poorest in Uganda. It is primarily rural with 25-30% of the population living below the poverty line (UNICEF, 2013). Nearly 83% of the population uses firewood as their primary cooking source and over 70% of the district population uses paraffin as
their main lighting source (Republic of Uganda, 2016). Figure 1 illustrates the location of Uganda in Africa and location of Kamuli in Uganda.

Figure 1. Location of Uganda in Africa (left) and location of Kamuli in Uganda (right).

One of the primary field sub-programs of ISU-UP is Community Nutrition. ISU-UP runs Nutrition Education Centers (NECs) to educate women about proper nutrition of children, from birth to age five, and pregnant and breastfeeding women. Administering supplemental nutrition and related training, the NECs literally save lives while preparing women to maintain their families’ improved health indefinitely. As part of that post-program, maintenance objective, ISU-UP trains NEC mothers not only about nutrition, but how to grow the nutritious foods that make up a balanced diet. The NEC program provides mothers with seeds and the skills to grow them with the expectation that the women will be able to grow enough produce to have a surplus to sell in order to obtain other foods they are not able to grow themselves. They repay the program by providing seeds for incoming NEC participants to plant and grow. Farming allows many of the NEC graduates to maintain nutritional gains through the program, but it doesn’t work for all of the mothers.

While subsistence farming is common in Kamuli District, many women lack access to land they can farm. As a result, graduates of the NEC program need income generating alternatives to
maintain the health of their families. Some of the mothers expressed interest in handicrafts as an income generating activity that does not depend on access to land. It is also an activity that women can do at home and are able to incorporate into their daily regimens.

The crafts project first emerged from the NECs in 2015 under the leadership of ISU-UP. The aim of the crafts project was to improve lives and assure the long-term well-being of those who participated in the NEC programs. In January of 2018, one group of mothers in the vicinity of Naluwoli formalized as the Tusubila Crafts Group, a community-based organization (CBO) certified by the local Butansi Sub County Community Development Officer. “Tusubila” translates to hope. While the formation of a CBO is a step toward organizational independence, this group is still reliant on ISU-UP for funding, infrastructure, and leadership.

As the crafts project moves forward, CSRL has two primary objectives for Tusubila. One is for individuals of the group to enhance their incomes by diversifying and stabilizing their income generating strategies. The other is for the organization to become independent and sustainable. An important initial step to achieve these objectives is to uncover, collect, analyze, and map (create a pictorial representation) the personal assets of the individuals who comprise the organization. The process of participating in a capacity inventory and reflecting on the resulting map provides information that allows the community to recognize and reconfirm their own capabilities and encourages them to build up their capacities and resources in a self-sustainable manner.

**Purpose and Significance of the Project**

The purpose of this project is to help the Tusubila crafts group to recognize the individual capacities they can draw upon to assume responsibility for and grow their own businesses. There are three primary stakeholder groups that stand to benefit. The first group is the women who participate in Tusubila. For most of these women, it is their first time playing any type of role in a formal business. Identifying individual and collective assets will empower them to learn how to maintain and strengthen their organization, resulting in continuous access to vital income.

The second group is the administering units. This project will help ISU-UP and CSRL move toward the attainment of their vision and mission of sustainable rural livelihoods. By uncovering and examining the human capitals of Tusubila, the administering units will also better
be able to direct their efforts toward trainings and programs that will have the most beneficial effects for all stakeholders.

The third group of stakeholders is the donors. By setting Tusubila on a path toward self-sufficiency and independence, this project encourages the graduation of participants from ISU-UP, a goal that the primary donors have fully backed and encouraged, and one that would free up funds for other development efforts. The level of need in Kamuli district is high. Being able to set participants on their own path toward advancement will allow ISU-UP to assist others.

This study is also significant to me, personally. As Program Coordinator for the Center for Sustainable Rural Livelihoods, I regularly coordinate activities with the ISU-UP National Director, ISU-UP field specialists, ISU Associate Directors, and program donors. However, most of my activities are performed electronically from a distance through email and Skype. This project has allowed me to work hands-on in the field, drawing upon my life experiences and passions to make a positive impact. My path leading to this position included five years as manager of a fair trade retail store, Worldly Goods in downtown Ames, Iowa. During my involvement with the store, I had the privilege of visiting artisan groups in several countries and seeing firsthand the difference that producing handicrafts had on their lives. This project has allowed me to continue to make a positive impact on the lives of artisans. It also compliments my service as a U.S. Peace Corps volunteer. I served in Ghana from 2008-2010, an opportunity that allowed me to gain a unique perspective on African culture and international development.

Finally, this project is significant to me because it serves as the capstone project for my Masters of Community Development. It is the culmination of my decision to further my education, learn more about development, and be of greater service to my employer and global family. Going forward I will be able to apply my knowledge and skills in community development to both my personal passions and professional goals. Whether volunteering for a local organization or conducting another development project abroad, I can utilize the principles of community development to help the marginalized and empower people to bring about positive change to improve their quality of life.
Overview of Report

This report presents the cumulative individual assets of the members of Tusubila crafts group. In the first section, I present the theories that guided the study. Next, I describe the methods I used to obtain and process the data. Third, I describe the capacity inventory, showcase the assets of Tusubila, and point out how Tusubila can utilize its human capital to develop. And finally, I recommend next steps for promoting the group’s development and make suggestions for improved data collection for follow-up studies.

*Human capital* is one of seven types of capital that comprise the Community Capitals Framework (described in the next section). These *individual capacities* may also be referred to as *assets* and *gifts*. While these terms are interchangeable in relation to this project, ‘gift’ is the term most commonly used in interchanges with the participants and ‘asset’ is used throughout this report when generalizing the capacities. Terms that are *italicized and underlined* in this report are defined in the Glossary of Terms.
WHAT IS AN INDIVIDUAL CAPACITY INVENTORY, AND HOW DOES IT FIT INTO COMMUNITY DEVELOPMENT?

When a crafts group emerged from the program administered by my department, it seemed that working with them was a logical fit for my capstone project. Therefore, it was of primary importance for this project to be clearly rooted in community development and of even greater importance to me for it to be of benefit to Tusubila. Since Tusubila is just getting started, I selected something I could do that would help them set the foundation for their future. Drilling down to my decision to conduct an individual capacity inventory started with the Community Capitals Framework (CCF). CCF is the umbrella theory, Asset Based Community Development (ABCD) falls within the principles CCF, and the Individual Capacity Inventory is a foundational component of ABCD. In this section, I describe the three guiding principles and the relationship between them as depicted in Figure 2.

Figure 2. Guiding principles of community development for this project.

Illustrated by author Tamara Martin
Community Capitals Framework

In the early 2000’s, Cornelia Flora, Jan Flora, and Susan Fey developed the Community Capitals Framework (CCF) in order to understand and analyze how communities function. They determined that effective utilization of seven types of capital lead to a community with a vital economy, social well-being, and a healthy ecosystem. The seven capitals include: natural, cultural, human, social, political, financial and built. CCF, shown graphically in Figure 3, is a systems approach that focuses on the interaction among these seven capitals and how they build upon one another. Today, CCF is ubiquitous to community development.

Flora, Flora and Fey, (2004) define capital as, “…any type of resource capable of producing additional resources (Pg. 165)…when those resources or assets are invested to create new resources, they become capital (Pg. 9).” Community capitals can be tangible (i.e. buildings, sewing machines, and goods inventory) or intangible (i.e. culture, social ties, and personal skills). As with traditional capital, these assets can be invested, saved, or used up (Emery, M., & Flora, C., 2006). The capitals interact with each other in unique ways in any given place. This project focuses primarily on the human capital component of the Tusubila crafts group, as well as the places where human capital overlaps with the other capitals.
Asset Based Community Development

The individual capacity inventories used in this project are rooted in ABCD. ABCD falls under the larger umbrella of the CCF because it takes stock of the assets a community has to work with. ABCD is a methodology for community-driven sustainable development based on community strengths and potentials (Asset Based Community Development Institute, 2018). Rather than pointing out weaknesses and dwelling on what a community needs, ABCD focuses on the strengths a community can use to bring about desired change. (McKnight, J., & Kretzmann, J., 1993). Identifying existing assets helps communities to realize that they can drive their own development. Another important aspect of ABCD is that it encourages inclusivity. The assumption is that each member of the community has something to offer so everyone’s gifts are valued. Inclusivity along with the confidence-building, strengths-based approach promotes grassroots leadership.

In the late 1980s, Professors John McKnight and Jody Kretzmann traveled across North America, visiting over 300 neighborhoods in 20 cities to identify the basic building blocks of healthy urban neighborhoods (www.NurtureDevelopment.org, 2018). It is through this endeavor that they laid out the ABCD approach. Because of the context in which ABCD was developed and the communities for whom it was originally established, the ABCD approach is United States centric. Since the context for this project is much different than that of urban U.S.A., and because I wanted to utilize the best existing model, I investigated others for appropriateness and availability before making a decision.

In 2012, Kramer et al. published a review of several asset-based approaches including ABCD. Using a variety of standards and principles, they evaluated each model for its potential when used as a tool in South African and other Lower-to-Middle-Income (LCIM) communities. Their criteria included; co-learning through partnerships, capacity building, findings benefit all partners, long-term commitment to reducing disparities, inclusiveness, collaboration, capacity building, equity, responsiveness, and empowerment. The authors concluded that each and every one of their criteria was met by ABCD, showing that the model is not only effective in the U.S., but also in places like Kamuli, Uganda. Despite the fact that some additional models also met all criteria, I chose ABCD for this project because more detailed descriptions of the tools and approach have been published and were more readily available to me.
**Asset Mapping** is one technique used in ABCD. It provides information about the strengths and resources of a community and can help uncover solutions to challenges. Once community strengths and resources are inventoried and depicted in a map, one can more easily consider and evaluate how to build on these assets to address community needs (Foundation for Sustainable Development; UCLA, n.d.). Asset mapping can be useful at any developmental stage. The results of an asset mapping study can serve as a baseline and the study can be repeated to assess changes in the future. Asset mapping is used to compile information and present it in a positive way, creating a sense of empowerment in the process. The resulting map of individual capacities can be utilized by stakeholders to set goals and form an action plan if they choose. In the case of this study, the community is the Tusubila crafts group, and this project targets the individual capacities (or human capital) of its members.

**Individual Capacity Inventory**

At the core of a community is individual people. So it follows that the capacity inventory is central to asset mapping. Capacities can be very broad and diverse. They include “doing” skills such as maintenance, construction, care-taking, office work, food service, operating machinery, transportation, sales, supervision, art, music, etc. It also includes work experience, education, training, and even indigenous knowledge. Furthermore, it includes entrepreneurial attitudes and experience. Figure 4 illustrates an organizational asset map and its relationship to the individual capacity inventory. Each portion of the map can be studied and exhibited in greater detail as its own map. This study details the center section, the individual capacities of Tusubila.

Various tools for conducting and capturing information for individual capacity inventories already exist. Examples can be found in Appendix A. However, like ABCD as a whole, these tools tend to be Western-centric so therefore required some tweaking for use in the rural Uganda context. For example, the ABCD inventory tool contains a checklist of job skills that includes window washing, mowing lawns, exercising and escorting, building garages, heating /cooling system installation, and watch repair among many others. These skills are simply not applicable to people living in Kamuli, Uganda. An exciting challenge was to adjust and adapt these tools for use with Tusubila. I relied primarily on models from McKnight and Kretzmann including *Mapping Community Capacity* (1996) and *Building Communities from the Inside out* (1993). I also found materials on Public Allies Leadership Practice and ABCD Institute websites to be very helpful.
I combined some of the forms, approaches, and ideas from these tools, applied to that my own experience living and working in Africa, and enlisted feedback from professionals including Ugandans who are familiar with ISU-UP.

Applying CCF and ABCD to this study, I inventoried individuals’ strengths, looked at them cumulatively, and mapped the results. I then provided Tusubila with an exhibit of their endogenous assets in order to give them confidence to mobilize and develop their capacities and to ultimately take control of their own resources to conduct the organization in a self-sustainable manner. Realizing their own potential will make it easier for them to address their concerns and issues without necessarily having to rely on external funding or assistance. I describe my methods in the next section.
STUDY METHODOLOGY

In this section, I provide an explanation of the methodology I used to uncover the assets of Tusubila members. First, I will present the questions that guided the structure of the capacity inventory. This is followed by an explanation of how I developed the survey instrument. Next, I discuss my approach to participants. And finally, I describe how I analyzed the data and generated a map of Tusubila assets.

Guiding Question

Before delving into this project, I needed to set some parameters to keep the breadth of the study manageable and maintain focus. After paring the original idea down from the community level, to organizational level, and finally to the individual level, I developed the following questions to guide the study:

Primary Question

What are the individual and collective capacities that Tusubila crafts group can draw upon to benefit their organization?

Sub-questions

- What are the skills and expertise, or individual capacities (human capital), of the organization’s members?
- Who does the group look to for leadership? (social capital)
- What experiences and connections do individuals have that might benefit the organization? (human/social capital)
- How do organizational activities relate to and benefit from its individual member’s motivations and aspirations? (human, social, and cultural capitals)

As mentioned, I chose conducting individual capacity inventories for Tusubila members to address the guiding questions. Asset Based Community Development (ABCD) was the model. Next, I will explain how I developed the survey instrument.
Survey Development

The survey tool I created for this project, found in Appendix B, is an adaptation from two sources: Discovering Community Power guide (Kretzmann, J.P., McKnight, J. & Puntenney, D, 2005) and a capacity inventory form from Leadership Practice, Milwaukee, WI (from www.vistacampus.gov accessed May 2018). These are included in Appendix A. Like the Leadership Practice capacity inventory, I targeted four primary areas of focus in this survey. My modified version addresses Hand, Head, Social, and Heart. For development of survey procedures and the survey tool itself, I also took into account challenges associated with overcoming language and literacy barriers.

Figure 5. Survey tool cover page/Individual Capacity map template.

![Individual Capacity Inventory](image)

- **HAND**: Things you can do with your hands
- **HEAD**: Things you are good at with your brain
- **HEART**: Things you are passionate about
- **SOCIAL**: Important relationships in your community and beyond – people you can ask to help and get things done

Adapted from: Public Works Leadership Practice, Milwaukee, WI
**Visual Tools.** When making a site visit to Uganda in May and introducing the general concept of the project to members of Tusubila, I observed that women in the crafts group exhibited interest and engagement when presented with pictures and graphic representations of the proposed project. This feedback helped to guide my modifications to the capacity inventory tools, resulting in the map template shown in Figure 5. We used the visual representation of the map template to help communicate to participants the concept and purpose of the capacity inventory prior to the interviews, and again at the time of the interviews. For cohesion, the template was presented to participants a third time along with the report of results.

Appendix C contains the Report to Tusubila that I created specifically to be shared with the group. It includes several word cloud graphics as visual aids that help to emphasize the individual and collective capacities of Tusubila members revealed by this study. A word cloud is an image, or visual representation composed of words that depict the frequency or importance of those words in a data set. The size and/or color of each word indicates its frequency or importance. The more a specific word appears in a source of textual data (such as the answers to interview questions), the bigger, bolder, and more often it appears in the word cloud. Incorporating a pictorial approach was helpful in communicating with participants about the individual capacity inventory both prior to and after the survey process, particularly to women with low levels of literacy. The summary map, with word clouds embedded into the map template, is shown in Figure 7.

**Survey Questions.** Some Tusubila data are already being tracked by ISU-UP field specialists. This data includes quantity and type of product produced by each person, sales made and revenue paid out to each member, tracking which members participate in the Village Savings and Loans Association along with amount of funds saved and received, and basic personal information about each member. While this survey included several questions that capture similar data, these were asked primarily to establish rapport. This study also supplements the current monitoring and evaluation figures with qualitative information about Tusubila members.

Some of the general questions asked in my survey include age, who the participant lives with, and amount of time the participant has been a member of Tusubila. The survey then begins to focus on questions that uncover assets that relate to the four areas of focus. To illustrate a few examples, questions that pertain to gifts of the hand include, “What crafts do you make?” and “What other things do you know how to make?” Questions that pertain to gifts of the head include,
“What is the highest grade level you have completed?” and “How do you keep track of how much money you make from selling your crafts?” Questions that pertain to social gifts include, “What things do the other women ask for your advice on?” and “Who are the leaders in the Tusubila group?” And finally, questions that relate to gifts of the heart include, “What do you like best about being part of this group?” and “What are your hopes for the future?”

In addition to utilizing ABCD as a model to capture general capacities, I developed the survey instrument with two more goals in mind. As mentioned, one goal was to supplement the quantitative data already being recorded by ISU-UP. The second goal was an attempt to reveal existing entrepreneurial aptitudes and business experiences of Tusubila members.

In September 2017, Science published “Teaching personal initiative beats traditional training in boosting small business in West Africa” by Campos, Frese, Goldstein, Iacovone, McKenzie, and Mensmann. This article pointed to qualities including proactiveness, persistence, overcoming problems, and planning for opportunities as being key assets in entrepreneurship. So, I included a few questions in the survey to uncover those assets in Tusubila members. Here is one example:

_We all have difficulties in our lives and we each have our own way of dealing with them. Think of a time when something went wrong in your life (this could be at home, with Tusubila, or in any part of life)._  
a) _What happened?_  
b) _How did you react?_  
c) _Who did you go to for help, if anyone?_  
d) _How was the problem resolved?_

Because this and some of the other related conceptual questions are quite complex, I almost threw them out after my initial review of the survey with the interviewers. But I am glad we decided to give the questions a try. Besides helping gage the participant’s level of planning and decision making, the answers were insightful in other ways and provided a reality/context check.

For example, when asked to think of a time when something went wrong, one participant answered that three of her children got sick. She said she responded to the situation by taking them to the hospital. The participant reported that the problem was not solved because the children failed to
heal and died. Sadly, this was not a particularly unique answer. Death of a loved one, or loved ones, was a fairly common response to this question.

On the flip side, when participants were asked about special opportunities they have had, a common response was finding someone to help them pay school fees. This is not really the type of ‘opportunity’ I had envisioned, but it is insightful. A second common response to the opportunity question was the chance to join Tusubila.

Additionally, this survey asked questions to find out about the business experiences of Tusubila members. Those included the following base questions (follow-up questions were also used to collect additional details when applicable):

- Have you ever sold anything to someone else?
- Have you ever assisted someone else in their shop or business?
- Have you had any other type of job or skill training experiences?

Answers to these questions provided insight on the existence of transferrable skills that the women can apply to running the business aspects of Tusubila.

Overall, the survey instrument includes thirty-one primary questions. The tool along with the complete list of questions is presented in Appendix B.

**Ethical Review**

Research institutions are required to have an Institutional Review Board (IRB) in order to obtain federal funding. The ISU IRB operates under the Office for Responsible Research (ORR). The mission of ORR is to provide a research environment that fosters honesty, integrity, and a sense of community. As part of the process for this project, I completed Human Subject certification training. To me, it was important to do this for professional development and as a responsibility to those I serve from a community developer’s perspective.

According to the ISU IRB guidelines, IRB approval was not required for this project because there is no intent to generalize outcomes for other organizations and because the outcomes will remain specific to CSRL. Being able to approach the project from this angle allowed me to freely focus specifically on the organization and women of Tusubila. It should be noted, however,
that if any information in this study is made public, the focus will be on methods and no personal data should be included. Data from this study is stored in secured files that can only be accessed by CSRL and ISU-UP employees with appropriate permissions.

Professionalism and respect of participants were of utmost importance in this project. Participants were verbally invited as a group to be part of the survey and gave their individual verbal consent to participate to the ISU-UP program coordinator when making individual appointments to meet the interviewers. When the meetings took place, the interviewers reminded each woman that her participation was completely voluntary, and that choosing not to participate was still an option. Subjects were also informed that they could choose to stop the interview at any time and that it was also OK for them to choose to skip any questions.

Participation required an approximately 90-minute commitment from each participant. To show appreciation for their time, an incentive (an ISU-UP T-shirt) was offered for taking part in the study. Participants were delighted by this gesture and since the interviews took place, have been proudly wearing their new red shirts, particularly on their weekly meeting days. ISU-UP staff involved in the project received their regular employment compensation. The interviewers/translators received a stipend in keeping with what is customary in the local context.

Data Collection

{Name Removed}, a native Ugandan, works as ISU-UP Cross-Program Assistant, which is a position with multiple duties. As a former Makerere student service-learner herself, {Name Removed} expertly handles coordinating the activities of student service-learners from both Makerere and Iowa State Universities. She is also the staff person who works most closely in the field with Tusubila. {Name Removed} serves as the primary organizer of the crafts group. She facilitates meetings, manages supplies, tracks inventory, and manages income from the sale of products as well as payment to the women for what they made that has sold.

{Name Removed} helped to coordinate all activities associated with the data gathering process for this project including recruitment of interviewers, arranging the logistics, and bridging language and cultural gaps. Along with the interviewer teams, she was also integral in helping to hone the survey instrument. On my behalf, {Name Removed} also presented to Tusubila the report
of individual capacities which I formatted specifically for them. (This report is included in Appendix C). Moreover, {Name Removed} collected feedback from the participants for me on both the report and capacity inventory process.

To overcome potential difficulties with language, gender, and culture, seven young, Ugandan women were enlisted to conduct the individual surveys. Because the interview team was female, fluent in the local language, and versed in local customs, the women of Tusubila were comfortable engaging with them. Even though the interviewers live in the district, most have limited social connections with the Tusubila members. This provided enough anonymity for participants to feel comfortable sharing information with the interviewers who are outside of the local gossip circles. Additionally, the interviewers were old enough to be respected, yet young enough that participants did not feel intimidated by them.

Enlisting a group of interviewers with these demographics was also meant to minimize the effects of both my and {Name Removed}’s positionality. To obtain the most accurate data, it was important that the participants be comfortable answering the survey questions as openly and truthfully as possible. Because {Name Removed} plays a strong leadership role with ISU-UP (essentially Tusubila’s parent organization), and I play an even more “noble” role as an American from the ISU management team, our direct involvement could have resulted in participants answering survey questions with what they thought we wanted to hear. Distancing myself from the survey process helped the interviewers to collect candid answers from the participants.

The interview team conducted surveys over the course of one week in July while I was visiting Kamuli. {Name Removed} invited Tusubila members to participate in advance of the survey week and briefed them on what to expect. Prior to sending interview teams out into the field, I held a training session with them to discuss the proper approach to the interview process (including discussion of the Johns Hopkins School of Public Health, Human Subjects Research Ethics Field Training Guide). In addition, we reviewed a ‘script’ I had prepared for them to use in the field and how to use it. We also discussed the purpose and meaning of each survey question. Interviewers then divided themselves into teams to practice mock interviews.

The surveys were completed as face-to-face interviews. As illustrated in Figure 6, interviewers worked in 2-person teams. This was to help share the multiple tasks of engaging with the participants, translating the survey to the local language, translating the participant’s answers
to English, and recording the answers by hand. Each interview took approximately 90 minutes. We had three interview teams plus one person who served in a facilitation role. This seventh person personally knows many of the women and is familiar with the locations of their homes. While she assisted with the daily logistics, she did not do interviews. At the completion of each individual interview, the 2-person teams debriefed one another to make sure they had adequately understood and recorded the participant’s answers. I also held daily debriefs with the interviewers to ensure I had an adequate understanding of the recorded data.

Most of the interviews took place at or near the homes of the individual participants. Nine of forty-three surveys were conducted at the weekly meeting site. This allowed for the interviewers to meet with women who were harder to connect with and lived in outlying areas. For the sake of full disclosure, {Name Removed} and I were at the weekly meeting site on other ISU-UP business for a portion of the time that the nine interviews were taking place there. Although we distanced ourselves from the interviews, I took the opportunity to snap the photo in Figure 6 from across the compound to document the process.

Figure 6. An interview/translation team surveying a Tusubila participant.

To capture a sufficient amount of data to form a comprehensive asset map, my goal was to obtain 30-35 completed surveys. When I submitted my final research proposal, Tusubila had 42 members. At the end of the actual interview process, I had 43 completed surveys in hand. One of the reasons for this high capture rate is that Tusubila is growing in membership. There were 43 members the week that surveys were conducted. A second reason is that there was enough time and enough interviewers to include all members.
The final reason can be attested not just to the fact that the t-shirt incentive was extremely effective, but also because of the social cohesion of the group itself. Everyone wanted to be included!

**Data Processing**

To make use of the data, I needed to compile individual capacities to determine their prevalence or uniqueness in the organization and to show areas of common as well as uncommon assets. I managed this by pulling out the key words and themes of each topic. I then summarized and transcribed each of the participant’s interview answers into Excel files. I also categorized survey answers into each of the four capacity themes, (hand, head, social and heart), in anticipation of placing survey results into the capacity map template shown in Figure 5.

While I could simply transcribe some survey answers by key word, others required deduction based on answers to multiple questions. This was particularly true for questions geared at uncovering entrepreneurial propensity. For example, several questions were meant to gain insight into participants’ proclivity for planning. *Proactive, Some Planning, and Reactive* are the labels I used to record my interpretation of the participants’ level of forethought in decision making. These ranks were based on answers to survey questions including:

- **How do you keep track of how many items you have made?**
- **How do you keep track of how much money you make from the sale of your crafts?**
  - *In the past 6 months, has that amount increased, decreased, or stayed about the same?*
- **What do you do with the money you earn?**
  - *How do you decide?*
- **Do you participate in the Village Savings and Loans Association (VSLA)?**
  - *Why/Why not?*

It is important to note that the labels I assigned are based on the local context. Participants who I labeled as *Proactive* in this study would likely be categorized quite differently in a different context. In the case of this study, a participant who is *Proactive*, could be someone who reported that she is a member of the VSLA, decides for herself how she will spend her money, and saves money for the specific purpose of paying school fees. Another example might be a participant who does not track her sales, is not a member of VSLA, and spends her income on whatever she feels she needs most at the moment. I would describe a participant like this as *Reactive*. So, in this data...
set, *Proactive* means that the participant provided answers that show a relatively high level of forethought and planning in her daily life, *Reactive* means that the participant provided answers that exhibited complete lack of planning and forethought in her decisions, and *Some Planning* means the participant’s answers exhibited at least some minimal planning and forethought.

This investigation proved effective in uncovering the assets of Tusubila members. Now that this foundation is in place, we can streamline the methods for future Tusubila capacity inventories. Next, I present the results of the capacity inventory and examine the assets that were revealed by the survey process.
INDIVIDUAL CAPACITY INVENTORY FOR TUSUBILA

The women of Tusubila shared information with the interviewers that revealed their many assets. Some women have unique skills and some have knowledge and abilities that are shared by many. Several of the strengths are what I expected, but some things surprised me. Overall, the assets of Tusubila reflect the resourcefulness of a determined group of women.

Figure 7 depicts an overview of findings including a word cloud summary of each of the four themes. One can see from this Tusubila Individual Capacity Summary Map, that basket making is the largest gift of the hand. In the gifts of the head category, growing and selling grain is the most common business experience among the women. Improving their homes and socializing are at the heart of what motivates the women to be part of this community-based organization. And social bonding gives the group cohesion.

In this section, we will examine in more detail the assets that were revealed under each area of focus: hand, head, social, and heart. These are the human capital assets that the women of Tusubila can use to strengthen their organization, set them on a path toward independence, and increase the probability of their long-term self-sustainability and well-being.
Figure 7. Tusubila Individual Capacity Summary Map.
Tusubila Gifts of the Hand

Gifts of the hand are clearly important to the success of a crafts group. According to their organizational constitution, Tusubila’s first objective is, “To have the members get trained on different entrepreneurial hands-on activities for sustainable livelihoods.” While the number and types of crafts the women produce and sell through Tusubila are carefully recorded by ISU-UP, I sought to see the gifts of the hand from the women’s personal perspective and uncover any potentially hidden talents that could benefit their organization.

I included a checklist/table of craft items for interviewers to use when presenting the questions:

- What crafts do you make?
  - About how many of these do you complete in a month?

This table includes the variety of crafts that Tusubila sells, plus I also included an ‘other’ section to capture crafts that members might be making for home use or outside of Tusubila.

To tease out their strongest assets of the hand, I included survey questions that asked:

- What type of things do you teach when you attend Tusubila gatherings?
- What things do the other women ask for your help with?
- When you think about all the things you know and do, what do you feel you know or do best?

As shown in Figure 8, basket weaving was by far the most commonly mentioned craft skill. In fact, baskets was at the top of both the things they teach and what they do best categories (100% said they know how to make baskets and 80% said they also teach basket weaving to others). While they have received some outside expert training in baskets, it is clear that the women have acquired this skill, and readily teach and learn from one another. Figure 9 illustrates the style and variety of baskets made by the women of Tusubila.
Other noteworthy things that the women make are mats. Weaving mats is a way that they build their skills toward basket weaving. There is also some demand for mats in the local market. Jewelry items are next on the list. These are primarily assemblage products, but do not sell as readily as baskets. Jewelry is followed by items that require sewing as an additional skill set: purses, shopping bags, headbands, tablemats and skirts. The list is rounded out by soap, the newest product that some of the women are learning to make, and finally, dyeing. All the women are beginning to learn the dyeing process, but dyes that are used to color raffias for basket weaving are one of the more expensive raw materials and it seems to take a special knack to consistently obtain the desired results. Therefore, although they are learning this skill, the women still prefer to depend primarily on one expert dyer.
In addition to crafts, I set out to learn what other skills and work experiences the women have had. By simply asking the question, “What other things do you know how to make?” many other assets were revealed. “Other” non-craft skills of Tusubila women include the following (the number of women who cited each gift is shown in brackets):

<table>
<thead>
<tr>
<th>‘Digging’ farming (42)</th>
<th>Basic manufacturing (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>general farming, 33</td>
<td>making rope, 2</td>
</tr>
<tr>
<td>growing coffee, 2</td>
<td>making tip-taps, 2</td>
</tr>
<tr>
<td>growing maize, 2</td>
<td>making clay pots, 1</td>
</tr>
<tr>
<td>growing beans, 2</td>
<td>making pads, 1</td>
</tr>
<tr>
<td>growing vegetables, 1</td>
<td>making wood stove, 1</td>
</tr>
<tr>
<td>growing bananas, 1</td>
<td>molding charcoal stove, 1</td>
</tr>
<tr>
<td>growing groundnuts, 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raising livestock (26)</th>
<th>Specialized farm skills (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>general, 24</td>
<td>using ox plow, 2</td>
</tr>
<tr>
<td>raising poultry, 2</td>
<td>processing amaranth, 1</td>
</tr>
<tr>
<td></td>
<td>fertilizing, 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooking (16)</th>
<th>Design (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>assorted specialty breads, 14</td>
<td>drawing, 1</td>
</tr>
<tr>
<td>general, 2</td>
<td>embroidery, 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services (15)</th>
<th>Other (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair dressing, 5</td>
<td>playing sports, 2</td>
</tr>
<tr>
<td>sewing, 5</td>
<td>singing, 1</td>
</tr>
<tr>
<td>tailoring, 5</td>
<td></td>
</tr>
</tbody>
</table>

General farming, what the women call “digging,” was the most commonly reported skill outside of crafts. This is not surprising as most of the women are part of small-holder farm families. Raising livestock (like chickens, pigs, and goats) was another skill that just over half of the women proudly reported they have. More than a quarter of the women mentioned making various batter related “fast foods” (mandazi, dola, padcakes, dadis, chapati) as one of their other talents. Five women each cited tailoring, sewing, and hairdressing. Some of the most unique skills the participants mentioned include embroidery, making clay pots, making charcoal stoves, and using an ox plow. Each of these gifts are assets the women could potentially use to diversify their incomes.
Tusubila Gifts of the Head

For this quadrant of the individual capacity inventory, I aimed the survey questions at bringing out three types of assets; level of formal education, ability to plan and keep records, and business experiences. I targeted these areas because they are transferrable skills that can benefit Tusubila as a business organization.

Education. The education system in Uganda has thirteen grade levels that make up the primary (P1-P7) and secondary school (S1-S6) system. At the end of primary seven (P7), students may take the national Primary Leaving Examinations (PLE) to move on to secondary school. At the completion of S4, students can take exams to earn their Uganda Certificate of Education (UCE). Passing UCE allows them to move on to S5/S6. After S6, the final year of secondary school, students may take exams to earn their Higher School Certificate (HSC) which is comparable to a high school diploma in the U.S. (Republic of Uganda, n.d.; Kavuma, 2018). As seen in Figure 10, the education levels of Tusubila members range from no formal education to S4. To date, twenty-three (55%) of the women in Tusubila have reached the P7 level of education, and sixteen (38%) have entered secondary school. Some Tusubila women are still in school and others have expressed interest in further schooling, but at this point, none hold an HSC.

Figure 10. Education Levels of Tusubila Members.
**Planning and Record Keeping.** If Tusubila is to become independent from ISU-UP, members will need to have planning and record keeping skills to sustain the organization as a business. Therefore, I wanted to learn how many women have these skills and who among them might be candidates for serving the organization in this capacity. I used a combination of indicator questions to help determine both the women’s ability and aptitude for planning and record keeping:

- *How do you keep track of how many items you have made?*
- *How do you decide which crafts to make?*
- *How do you keep track of how much money you make from the sale of your crafts?*
- *What do you do with the money you earn?*
  - How do you decide?
- *Do you participate in the Village Savings and Loans Association (VSLA)?*
  - Why/why not?

Fewer than half of the women (19 of 43) keep a written or physical record of the number of crafts they have made and what they have sold. While further analysis would be needed for a true assessment, it appears that those who keep written records are both more mature in age and have a higher than average level of education as compared with the rest of the group. One could speculate that those who do not keep records either lack the interest, education, or both to do so. This is the impression I had when observing a very basic, mini workshop about profit and loss that Makerere University students and an ISU finance intern presented to Tusubila. At first, some of the women seemed interested, but it was not long before most of them seemed completely disengaged. If presented in a context where the women can immediately apply the information, however, I believe that more of the group would be motivated to learn these skills. In fact, it appears that simply asking them about their record keeping practices during the survey for this project has given the skill more significance. Feedback from the survey report stated that “The survey was an eye opener” and that “Record keeping is something they are now taking seriously.”

Thirty of the members (nearly 70%) are either currently participating in, or plan to participate in the group’s Village Savings and Loans Association. The VSLA is open to new members every six months. Of those who participate, many of the survey answers indicated some level of understanding of how the savings program works and how it can benefit the participants.
Yet it seemed that at least as many women were participating because of a vague, but positive perception that the program might be of benefit to them. Of those who are not VSLA participants, just one person cited trust issues. Several of the remaining twelve participants felt they did not make enough money to be able to put any funds into savings. Of those twelve, five had been members for 1 year or less, and five were ages 17-20 (younger members of the group). So, it is possible that level of maturity and familiarity with the program played a part in their decision not to participate.

**Business Experience.** Regardless of the context, activities such as buying, selling, retailing, producing items for sale, etc. are transferrable skills that can be applied to running a business. Most Tusubila women have had some experience both producing things for sale and selling things. Yet their business experiences fall almost exclusively into the informal sector. What they sell includes primarily grain, followed by other agricultural products such as vegetables, poultry products, and livestock. A few of the women have experience helping in retail shops, but most sell things informally. For example, they may have grown extra maize, or they had good yield on their potatoes, so they were able to sell (or trade) the excess to friends and neighbors. A small number of women produce specialty crops such as coffee which they grow specifically to sell to wholesalers versus keeping for home consumption or informally selling the excess.

**Tusubila Social Gifts**

Socialization is the biggest benefit that the women see in being a part of Tusubila. Two questions in the survey that I placed under the gifts of the heart theme (“Why did you join this group?” and “What do you like best about being part of this group?”) received responses that are strongly bound to social assets, which is why I mention them briefly here under social gifts. This is illustrated in Figure 13 and discussed in the section, Motivations for Participating.

While I anticipated that socialization was important, I was surprised by how much the importance of socialization stood out. In retrospect it makes perfect sense. The distance between houses, responsibilities at home, heavy load of domestic duties, lack of transportation beyond walking, and few if any regular public gathering places (beyond the borehole) no doubt contribute to a woman’s social isolation. Tusubila provides a legitimate reason for the women to meet and comfortably congregate on a weekly basis. Some of the husbands feel threatened by their spouse’s
participation and there has been some backlash such as men refusing to allow their wives to continue being a part of the group. However, IS-U-UP associates are developing strategies to address this issue now, prevent it in the future, and put the men at ease, if not gain their full support. Gender issues run deep and would be an important study on its own.

Social Capital. When asked the survey question “Who do you go to for advice?” the participants answered primarily with the names of other Tusubila members. While their social capital is strong, it is also primarily internal to the group. In his book, Bowling Alone (2001), Robert Putnam introduced two primary types of social capital that are now frequently cited by community development practitioners. Strong, familial-type, internal social ties like those of Tusubila is called **bonding** social capital. The other type is called **bridging** social capital. Bridging is a type of intra-group social capital that links people beyond their friends and family to those outside the immediate borders of their community such as friends of friends, civic, or business relationships.

The surveys did not reveal much evidence of bridging social capital. When asked to describe a difficulty in their lives, interviewers asked participants the sub-question, “Who did you go to for help?” In this case, some of the responses revealed social ties outside of Tusubila, but the people participants mentioned were all within their local community. The structure of the survey instrument may be part of the reason for lack of bridging social capital evidence. Feedback to the survey revealed some insight:

> It surprised them that they would be asked where they get advice. Some kept wondering why ask that question especially outside the Tusubila group. Some also mentioned that in the answering, they got biased and kept most of the answers related to the group rather than the outside life styles.

I have provided my suggestions for overcoming this shortcoming of the survey instrument in the Recommendations section.

Languages. Another social asset that we captured in the surveys is a tally of the languages the Tusubila women speak, read, and write. Swahili and English are the official languages of Uganda, so proficiency in these languages will naturally affect the ease at which Tusubila is able to build its bridging social capital as well as build the business. The most commonly used
languages in Kamuli District are Lusoga and Luganda. This is also reflective of Tusubila members as shown in Figure 11.

Figure 11. Number of Members Who Can Communicate in Each Language.

As a group, Tusubila can communicate in eight different languages. This supports their ability to connect with multiple resources such as suppliers of raw materials and potential customers. Most of the individuals in Tusubila speak two or more languages, which shows an aptitude for language learning in general. Most of the crafts made by Tusubila sell to English speaking customers, and there is much room for sales growth through the ISU-UP related U.S. connections. Improving their English proficiency could help the women to independently broaden their market and increase their direct sales.

Leaders. One survey question asked, “Who are the leaders in the Tusubila group?” The leaders could be anyone in the group, not just those who hold official positions. The intention was not to quiz the women to find out who knows the names of the officers, but to learn who members look to for direction. Additionally, I intended for this question to provide a base-line indication of how members view leadership, and if that view changes over time.

Figure 12 shows the list of members with leadership roles and the number of times participants mentioned their names. It is worthy to note that no names outside of those who hold
official roles were mentioned more than once (names that were mentioned only once were not included in the table). One person who holds an official role was not mentioned in the surveys, but her name is included in the table’s list of officers. Also noteworthy is that the Coordinator was the third most frequently mentioned name on the list. This reflects the level of confidence that Tusubila members impart on the ISU-UP employee who organizes the program. Yet it also shows that strong leadership can come from within Tusubila membership.

Figure 12. Leaders of Tusubila as reported by their peers.

<table>
<thead>
<tr>
<th>Name of Leader</th>
<th>No. of Members Who Mentioned</th>
<th>Position in Tusubila</th>
</tr>
</thead>
<tbody>
<tr>
<td>{Name Removed}</td>
<td>43</td>
<td>Secretary</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>42</td>
<td>Chairperson</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>15</td>
<td>Coordinator</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>13</td>
<td>Law enforcer</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>11</td>
<td>Time keeper</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>7</td>
<td>V. Chairperson</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>6</td>
<td>Treasurer</td>
</tr>
<tr>
<td>{Name Removed}</td>
<td>0</td>
<td>Mobiliser</td>
</tr>
</tbody>
</table>

**Tusubila Gifts of the Heart**

When Tusubila moves toward setting its vision and goals in the future, motivation will be needed to power achievement of those goals. By uncovering gifts of the heart through this survey, I set out to do the following:

- To gain a better understanding of how Tusubila is currently serving its members.
- To learn how Tusubila can better serve its members.
- To match the motivations of individuals to roles that can help Tusubila to develop and become sustainable.
- To motivate members to think about the future and how they and Tusubila can help one another to attain their goals.
Motivations for participating. I found it particularly interesting that the two top reasons members said they joined Tusubila were first, to learn new skills and second, to earn an income. But after some time as part of the group, members report that what they actually like best is the socialization. Figure 13 gives an overview/comparison of why the women originally joined Tusubila and what they like best about being a member of Tusubila now. Participants were welcome to name more than one motivation for each question.

Desire to learn. While they have enjoyed learning new things, such as how to make crafts (from which they are able to profit), the women had many responses to the question, “What would you most like to learn?” Nearly half of the women said they wanted to learn tailoring. It should be noted that tailoring is a fairly common profession that one would see being practiced in the villages. Soap making, which the participants mentioned about half as much as tailoring, was the second most popular answer. This is one of the newest handicraft items that is being taught to the ISU-UP associated crafts groups including Tusubila. The third most popular answer was general schooling such as reading and writing, followed by learning to use computers. There were a variety of other answers, primarily craft related, and one person who wants to learn bookkeeping. The full list of answers can be seen in Figure 14.
This information can be particularly useful to ISU-UP as they consider providing capacity-building training opportunities to their craft clients. By considering which topics the women are most interested in learning alongside skill areas needed for the development of Tusubila, ISU-UP can maximize use of its training resources.

Hopes for the future. It seemed appropriate to end the survey both on a high note, and with an eye cast toward the future. So, we asked the question, “What are your hopes for the future?” followed by “What will you do to achieve this?” Most of the women named more than one hope during the interview. These are shown in Figure 15. Starting with the two most common hopes stated by the women of Tusubila, the first was to fill a direct and palpable need; to complete, improve, or build a permanent house. Instead of mud walls and thatched roofs which require constant upkeep, a common desire in Kamuli district is to have a house made of bricks and a roof made of ‘iron’ sheets. The next most common hope is more future oriented, and even closer to home than a house: to be able to educate and care for their children so they may have better lives.
The answers that followed the rank of these primary hopes were more focused on the means to this end. Raising and selling livestock was next on the list. This is significant since several women shared that they know how to raise livestock. This could be another opportunity for the women to teach and learn from one another.

Starting a business was the fourth most common hope. This is significant in two ways. First, women who wish to start their own business will likely be interested in learning new entrepreneurial skills. Second, women can be given an opportunity to learn, hone, and practice these skills with Tusubila, providing benefits to both themselves and the organization. Linkages like these that were discovered throughout the study not only reflect the dreams of Tusubila members but give hope that the women’s aspirations are attainable.

Based on participant feedback about the study, the survey process itself touched the hearts of the women. “They didn’t expect mere basket weaving would make other outside people get interested in them.” They liked that “someone out there is thinking about them.” They also learned some things about themselves. They “appreciated the fact that different members in the group are
gifted differently.” They also came to the conclusion “if those who have gifts are willing to teach the others, they will have a multitalented group.” Something they found most interesting about the study was “learning about what they can do themselves” and being reminded that they “don’t need to look at baskets as the only source of income.” In the next section, I make recommendations of where we can go from here.
RECOMMENDATIONS

This individual capacity inventory has revealed the many assets of the women of Tusubila. It also begins to reveal the capacity building that needs to take place before the women will be able to sustain their CBO without outside assistance. We now know the blocks with which the women can build their organization. From a product perspective, Tusubila is doing very well. The quality of crafts has come a long way since the group’s inception and by nurturing their many gifts of the hand and their readiness to teach and learn, this aspect of the business will continue to improve and flourish. From a business perspective, there is a substantial gap between the women’s current capacities and their readiness to independently manage a business. This gap can be bridged by building upon Tusubila’s current gifts of the head with a focus on record keeping and general literacy. Long-term leadership of the business can be fostered through Tusubila’s strong social ties. And their gifts of the heart will provide the group with the spirit it takes to achieve their goals. Following are several recommendations I have for building up Tusubila’s individual capacities.

Incorporate Visioning and Leadership Development

A lingering thought from this study is whether Tusubila is even motivated to become independent, and why or why not? It seems that when the program was initiated, there was not much, if any, forethought as to how the resulting business would be sustained. The intent and focus at that time was understandably to provide a means of income to help the women to address the immediate nutritional needs of their families. The idea of an ‘exit strategy’ is an afterthought. Feedback from the survey suggests that the inkling of becoming completely independent from ISU-UP is unsettling to Tusubila members:

*Asking them about being independent surprised them, as there is rumor that the group is about to be left alone. Some of them shared that there could be a possibility of letting them operate on their own which they claim that they would still love to work with ISU-UP.*

The road to independence should be approached with care, and regardless of which particular activities are chosen as a next steps, I recommend the inclusion of both *visioning* and leadership training.

*Visioning* is a technique that supports a group of stakeholders in developing a shared vision of the future. It involves asking the group of participants to appraise where they are now and where they can realistically expect to be in \(X\) number of years. By including members of Tusubila, staff from the administering units, and possibly even donor representatives, questions and concerns of
all stakeholders could be addressed, and a clear path forward established for everyone to move forward together. It is important for all stakeholders to share the same goals. While it is hard to think of the future when just managing day-to-day is challenging, visioning will help guide Tusubila participants’ thoughts into the future and what it might look like for them and their organizational partners.

My recommendation to the administering units is to encourage Tusubila to work toward independence of business activities such as banking and bookkeeping first, while receiving continued support from ISU-UP in these and other areas. This support should include oversight of business activities until Tusubila feels it is proficient enough to handle them themselves. Support should also include provision of meeting space as well as trainings in leadership and other types of capacity development.

Leadership Development. The concepts of leadership, particularly leadership succession, are presumably quite foreign to most members of Tusubila. Uganda’s President Museveni, for instance, has been in power for over 30 years. When requesting feedback on the report presentation, we asked the group if everyone should play a leadership role in Tusubila. Answers were mixed:

- **Yes. That’s why there is an option of voting new leaders each year.**
- **Depends on someone’s character and behaviors in the community and in the group.**
- **No. Not all are gifted with leadership responsibility. That’s why we may have some leaders play their roles for many regimes.**
- **No. Some are leaders by nature while others are not.**

Tusubila could benefit from leadership training to expand their view of leadership and develop the leadership skills and initiative of the entire group. The women can build upon their strong bonding social capital to develop an effective leadership structure which is imperative to the long-term success of an organization.

**Provide Skills Training**

ISU-UP should broaden and enhance training opportunities for Tusubila. One of the first things that can give new types of training traction is to offer curricula that match the interests of the women with filling the needs of the organization. In fact, as a preliminary result of this survey, ISU-UP is already implementing new ideas.
To address two issues, namely the number of women who are interested in livestock and the number of women who feel reserved about participation in the savings program, a modified group savings program is being initiated. ISU-UP coordinator, {Name Removed} wrote in an email:

*Having realized from the survey that some of the group members haven't been able to utilize the [VSLA] money efficiently as expected, a meeting was held where the group members divided themselves into 5 sub-groups of 10. [Then they] held meetings in their small subgroups where they will be collecting 10,000 UGX [$2.62 USD] per month from each member summing it up to 100,000 [$26.16 USD]. This will be given to one of the group members. This has to be invested in either buying a goat and/or a pig....This will continue all round for all the members and so I expect by the end of 10 months, all members should be having either goat(s) and or pig(s) since those in the first round should have produced [offspring] by then.*

The savings program will include an agreement that requires signatures of not only the Tusubila participants, but the spouses of the women and local council chairperson as well. It is not unusual for a husband to take something from his wife without permission and sell it for his own personal gain. So, this agreement will insure awareness and understanding of the program and protect its purpose.

This study revealed a Tusubila member who wishes to learn bookkeeping, two who want to learn computers, and others who are interested in general schooling. These members could be matched with mentors who can teach them these skills and use Tusubila as a working laboratory to apply what they are learning to business activities. These and other types of small group trainings can be offered to match capacity development of interested individuals with business activities that need to be addressed.

**Utilize Additional Community Development Strategies**

ABCD and other community development strategies offer many exercises that can help communities and organizations like Tusubila to advance. The steps following this individual capacity inventory could include broader organizational and/or community asset mapping which would help Tusubila to better understand itself in a larger, more comprehensive context. Another next step that would induce Tusubila into action planning is appreciative inquiry.
Appreciative Inquiry (AI), pioneered in the 1980s by David Cooperrider, is a development model that “focuses on leveraging an organization’s ‘positive core’ strengths to design and redesign the systems within an organization to achieve a more effective and sustainable future.” It focuses on identifying what is working well or has worked well in the past, analyzing why it worked or is working well, and then building upon those successes. AI initiatives are implemented using the ‘4-D Cycle’ (Discovery, Dream, Design, Destiny). Practitioners often substitute “Destiny” with “Deliver”. (David Cooperrider and Associates, 2012).

Having built confidence in the beginning through focusing on assets, another approach later could be SWOT analysis. With SWOT, associates not only identify organizational Strengths, but also Weaknesses, Opportunities, and Threats. Once lists are established under each heading, organization members consider how each of their organizational traits might affect their business (positive or negative) over a given period of time into the future. This process forms the basis for creating a strategic plan.

While each quadrant of this study’s capacity inventory (Hand, Head, Social, and Heart) contains valuable assets that can be invested in the development of Tusubila, the group is still highly dependent on the resources and organizational structure provided by ISU-UP. If they are to become independent, Tusubila will need to identify their weaknesses and determine how they will overcome them. All of these exercises can be built upon to advise the organization regarding decisions that affect economic development, inform their planning and policy making, and reveal potential collaborations and networks that the organization can develop as it sets its own course to reach its goals.

Conduct Follow-up Capacity Inventories

According to feedback from Tusubila women regarding the survey and report, “They welcome the idea that they would have another chance to be visited,” and “to have another session of sharing.” Conducting this capacity inventory again in the future will maximize its value. The next capacity inventory should take place after initial trainings have happened and chosen next steps have occurred. Then, by comparing the results of this survey which will serve as a baseline, to the results of future surveys, participants and other stakeholders can see changes and growth of members’ capacities over time. The results of follow-up surveys should also be used to assess the
effectiveness of chosen initiatives. In the meantime, I recommend a few adjustments to the survey process and instrument itself.

In this study, the interviewers’ abilities to effectively communicate the survey questions to participants and translate their answers back to English limited the depth and quality of data that was collected. All interviewers lived in the local area, which was beneficial. But just two of the seven interviewers had some postsecondary education. Three had reached the level of Senior 6, and the other two had completed up to Senior 4. Student’s English literacy increases with their level of education. Next time, I would recommend an early recruitment process aimed at young, female Makerere University students who are focusing on areas of study related to rural development.

Based on this initial inventory, a baseline of the most common answers has been established. This can be used to great convenience in subsequent inventories. It allows for modification of many of the open-ended questions to take the form of a table/checklist, like Kretzmann and McKnight’s Capacity Inventory of Individuals form shown in Appendix A, Pg. A15-A18. For example, questions of the survey tool used in this study such as #11, Appendix B: *Have you had any other type of job or skill training experiences?* and #27, *If you could learn to do anything new, what would it be?*, could now be presented as follows:

<table>
<thead>
<tr>
<th>Other Skills</th>
<th>Place a mark (X) by those skills that you have</th>
<th>Place a mark (X) by those skills that you want to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soap Making</td>
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<td>Computers</td>
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<tr>
<td>Hair Dressing</td>
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<tr>
<td>Retailing</td>
<td></td>
<td></td>
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<tr>
<td>Livestock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Other” (List)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using this format style in place of open-ended questions where answers are somewhat predictable is highly encouraged. Note that the modified version has a place for “Other”. Be sure to include this so as not to miss or exclude anything of potential importance on the inventory. These unique knowledge, skills, and abilities may be exactly what is needed by the organization. Interviewers
should encourage participants to provide “other” information in their answers whenever applicable.

In this capacity inventory, responses to and feedback related to the questions, “Who do you go to for advice?” and “Who did you go to for help?” divulged a shortcoming in the survey instrument. I included these questions to reveal bridging social capital which can help strengthen Tusubila by connecting them to resources outside of their local community. But participants were reluctant to reveal social ties outside of the group. Therefore, the approach to this topic should be adjusted to improve data collection. Instead of asking participants directly about their social ties, these questions could be re-worded to make them more indirect. For example, one might instead ask “If a person needed help with (targeted problem), who would you suggest they speak to for assistance?” This modified approach should help put the participant at ease when sharing information about social connections.

Although I would not change the survey question, I should point out a “dislike about the survey” from the participant feedback:

Some questions were hard to be reasoned out immediately like “What are your hopes for the future?”, as it wasn’t until afterward that they thought of good answers.

Since this is part of the final question on the survey (the second part is “What will you do to achieve this?”), I would recommend that the interview team pose the question, and then give the participant a break to consider it. The interview team could use this time to review the data from the interview for accuracy (as is part of the current data gathering process). The team can then return to the subject to clarify anything they are uncertain about in their records and receive the participant’s response to the final question.

Finally, I would recommend that all follow-up surveys be conducted at the homes of the participants. This recommendation is based on the following from {Name Removed}’s report of feedback from the participants:

They liked the fact that someone can be out there and think about them. Not just thinking about them only but also thinking of going to meet them at their own homes rather than maybe interviewing them at Naluwoli Hall.

One participant expanded on this:
{Name Removed} loved the fact that a vehicle went up to her home/compound bringing young people to share with about her life experiences. This motivated other people to join the Tusubila group as her neighbors came asking her what it takes to join the group. This also made her gain respect amongst her neighbors, her being part of Iowa State University-Uganda Program.

Overall, this project has had some immediate positive impacts on Tusubila members. Follow-up capacities inventories should be conducted using the same general approach and framework along with incorporation of the suggested modifications. Consider conducting the next inventory in approximately two years. The timeline for follow-up surveys will be depend on the periods designated for execution of training and action plans. The two-year approximation is to allow enough time for measurable results to occur while still maintaining the positive momentum of the initial survey. Following through with the suggested next steps of this study will bring about the most significant impacts on Tusubila’s development progress.
CONCLUSION: A POSITIVE STEP IN THE RIGHT DIRECTION

The individual capacity inventory conducted in this project was an important early step in Tusubila’s development process. It creates a positive foundation on which to build, boosting the confidence of the women and promoting the self-assurance that they can set their own course and become independent.

This study found that the Tusubila crafts group has a range of capacities that can be drawn upon to benefit the organization and its members. As explained, *Human capital* is one of seven types of capital that comprise the Community Capitals Framework. These *individual capacities* were referred to as *assets* throughout the report and *gifts* when discussed in reference to the participants. Overall, Tusubila’s strengths include:

- **Hand** – Basket weaving, small-holder farming, other primarily crafts and domestic skills.
- **Head** – Breadth of business experience in local, informal sector.
- **Social** – Bonding social capital, multi-lingual abilities, and internal leadership.
- **Heart** – Shared motivations and aspirations: improve home, care for children, socialize, earn an income, make crafts, and learn new skills to help achieve these.

Effective leadership is also imperative to development. Tusubila has a group of internally recognized leaders who hold official roles within the organizational structure including the ISU-UP program coordinator. Leadership development can help build more leadership from within the community-based organization.

The findings in this study held a couple revelations for me. One is the high number of women who listed socialization as a primary benefit from participating in Tusubila. While not intended to be the principal purpose of the organization, Tusubila is obviously making a strong impact on the women by facilitating the opportunity for socialization. Efforts should be made to maintain this benefit.

Some Tusubila women have knowledge and skills that other Tusubila women would like to learn (i.e. basic math and literacy skills, tailoring, making soap, raising livestock, speaking English). Results of this study can be used to facilitate bringing women who want to expand their
capacities by learning certain things together with women who can teach them. It can also be used to direct training efforts that use outside resources.

In addition to capacity building and leadership trainings, next steps should include **visioning** to guide participants’ thoughts into the future and act as a guiding compass. They could also include broader **asset mapping** which will help Tusubila to better understand itself in a larger, more comprehensive context, and **appreciative inquiry** to move Tusubila into action planning.

This survey focuses on the positive by emphasizing the individual and collective capacities of Tusubila. These survey results should be utilized to help empower the women to strengthen their organization, thereby increasing the probability of Tusubila’s long-term self-sustainability. When they created the community-based organization, the women chose a name that was a reflection of what the organization means to them. *Tusubila* gives them hope. By nurturing Tusubila and continuing to support them in ways that build their individual and collective capacities, their hopes and dreams can be realized.

*Tusubila Hopes and Aspirations word cloud from Appendix C, Pg. C22*
REFERENCES


Kretzmann, J. P., McKnight, J., & Puntenney, D. (2005). *Discovering community power: A guide to mobilizing local assets and your organization's capacity*. Evanston, IL: Asset-Based Community Development Institute, School of Education and Social Policy, Northwestern University
McKnight, J., & Kretzmann, J. (1993). Building communities from the inside out: A path toward finding and mobilizing a community’s assets.


World Economic Forum (09 May 2016). *The world’s 10 youngest populations are all in Africa*. From: https://www.weforum.org/agenda/2016/05/the-world-s-10-youngest-countries-are-all-in-africa/

GLOSSARY OF TERMS

Appreciative Inquiry. Appreciative Inquiry is a development model that focuses on identifying what is working well or has worked well in the past, analyzing why it worked or is working well, and then building upon those successes. AI usually entails four stages: Discover, Dream, Design, Deliver.

Asset Based Community Development. Asset-based community development (ABCD) is a methodology for community-driven sustainable development based on community strengths and potentials.

Asset Mapping. Asset mapping provides information about the strengths and resources of a community or organization. Once strengths and resources are inventoried and mapped, one can more easily think about how to build on these assets. It allows organizations to reconfirm their own capabilities and begin to mobilize themselves to build up and develop their own capacity and resources in a self-sustainable manner. Once the organization knows its own full capacity, then it becomes much easier for them to address their concerns and issues without constantly having to rely on external funding or assistance. (UCLA, n.d.).

Bonding. Bonding is a type of inter-group, social capital that includes the strong ties a person has in his or her immediate community such as friends and family.

Bridging. Bridging is a type of intra-group social capital that links people beyond their friends and family to those outside the immediate borders of their community such as friends of friends, civic, or business relationships.

Community. To the community developer, a community can be both geographic and abstract. There are three primary types of communities: geographic communities, communities of interest, and virtual communities. Abstract communities that do not rely on geographic proximity are based on common interests and a feeling of having a common bond. Individuals can belong to multiple communities at the same time. In the context of this project, the community of focus is the organization Tusubila.

Community Capitals. The natural, human, social, cultural, financial, political, and built capital from which a community receives benefits and on which the community relies for continued existence. Capital being any type of resource capable of producing additional resources.
**Handicrafts.** A wide variety of useful and decorative objects that are made completely by hand or by using only simple tools.

**Human Capital.** The collective skills, knowledge, or other intangible assets of individuals that can be used to create economic value for the individuals, their employers, or their community (from www.dictionary.com/).

**Individual Capacity Inventory.** A record of the knowledge, skills and abilities, (or human capital assets), specific to individuals.

**Sustainable Development.** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs (World Commission on Environment and Development, 1987).

**SWOT.** SWOT analysis is an approach to strategic planning that focuses on the identification of strengths, weaknesses, opportunities, and threats.

**Visioning.** Visioning is a technique that is used to support a group of stakeholders in developing a shared vision of the future. It involves asking the group of participants to appraise where they are now and where they can realistically expect to be in the future.

**Word Cloud.** An image, or visual representation composed of words that depict the frequency or importance of those words in a data set.
APPENDICES
APPENDIX A

Available Individual Capacity Inventory Tools
Hello. I’m _________________________ with the Uptown Center of Hull House or Howard Area Community Center. We’re talking to local people about what skills they have. With this information, we hope to help people start businesses. I’d like to ask you some questions about your skills and where you have used them. Your participation is voluntary, and the information is confidential.

PART I. SKILLS INFORMATION

Now I’m going to read to you a list of skills around which people build different kinds of small neighborhood businesses. It’s an extensive list, so I hope you’ll bear with me. I’ll read the skills and you stop me whenever we get to one you have. We are interested in your skills and abilities. These are skills and abilities you’ve learned through experience in the home or with the family, skills you’ve learned at church or elsewhere, as well as any skills you’ve learned on the job.

* ©Prepared jointly by Brandon Neese, Howard Area Community Center; Dennis Marino, Uptown Center of Hull House; and John McKnight, Northwestern University. Use of this inventory is encouraged and granted by the designers to not-for-profit neighborhood-based organizations with the condition that they contact John McKnight, at the following address, regarding how the inventory is used. John McKnight, Northwestern University, Center for Urban Affairs and Policy Research, 2040 Sheridan Road, Evanston, Illinois 60208-4100 (Phone: 847/491-3395; Fax: 847/491-9916).
### I. Maintenance

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Window Washing</td>
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<tr>
<td>2.</td>
<td>Floor Waxing or Mopping</td>
</tr>
<tr>
<td>3.</td>
<td>Washing and Cleaning Carpets/Rugs</td>
</tr>
<tr>
<td>4.</td>
<td>Routing Clogged Drains</td>
</tr>
<tr>
<td>5.</td>
<td>Using a Handtruck in a Business</td>
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<tr>
<td>6.</td>
<td>Caulking</td>
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<tr>
<td>7.</td>
<td>General Household Cleaning</td>
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<tr>
<td>8.</td>
<td>Fixing Leaky Faucets</td>
</tr>
<tr>
<td>9.</td>
<td>Mowing Lawns</td>
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<tr>
<td>10.</td>
<td>Planting &amp; Caring for Gardens</td>
</tr>
<tr>
<td>11.</td>
<td>Pruning Trees &amp; Shrubbery</td>
</tr>
<tr>
<td>12.</td>
<td>Cleaning/Maintaining Swimming Pools</td>
</tr>
<tr>
<td>13.</td>
<td>Floor Sanding or Stripping</td>
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<tr>
<td>14.</td>
<td>Wood Stripping/Refinishing</td>
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</table>

### II. Health

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Caring for the Elderly</td>
</tr>
<tr>
<td>2.</td>
<td>Caring for the Mentally Ill</td>
</tr>
<tr>
<td>3.</td>
<td>Caring for the Sick</td>
</tr>
<tr>
<td>4.</td>
<td>Caring for the Physically Disabled or Retarded</td>
</tr>
</tbody>
</table>

(IF YES ANSWERED TO ITEMS 1, 2, 3 OR 4, ASK THE FOLLOWING:)

Now, I would like to know about the kind of care you provided.

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<tbody>
<tr>
<td>5.</td>
<td>Bathing</td>
</tr>
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<td>6.</td>
<td>Feeding</td>
</tr>
<tr>
<td>7.</td>
<td>Preparing Special Diets</td>
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<tr>
<td>8.</td>
<td>Exercising and Escorting</td>
</tr>
<tr>
<td>9.</td>
<td>Grooming</td>
</tr>
<tr>
<td>10.</td>
<td>Dressing</td>
</tr>
<tr>
<td>11.</td>
<td>Making the Person Feel at Ease</td>
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</table>
## III. Construction of a Building

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<table>
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<tbody>
<tr>
<td>1</td>
<td>Painting</td>
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<tr>
<td>2</td>
<td>Porch Construction or Repair</td>
</tr>
<tr>
<td>3</td>
<td>Tearing Down Buildings</td>
</tr>
<tr>
<td>4</td>
<td>Knocking Out Walls</td>
</tr>
<tr>
<td>5</td>
<td>Wall Papering</td>
</tr>
<tr>
<td>6</td>
<td>Furniture Repairs</td>
</tr>
<tr>
<td>7</td>
<td>Repairing Locks</td>
</tr>
<tr>
<td>8</td>
<td>Building Garages</td>
</tr>
<tr>
<td>9</td>
<td>Bathroom Modernization</td>
</tr>
<tr>
<td>10</td>
<td>Building Room Additions</td>
</tr>
<tr>
<td>11</td>
<td>Tile Work</td>
</tr>
<tr>
<td>12</td>
<td>Installing Drywall &amp; Taping</td>
</tr>
<tr>
<td>13</td>
<td>Plumbing Repairs</td>
</tr>
<tr>
<td>14</td>
<td>Electrical Repairs</td>
</tr>
<tr>
<td>15</td>
<td>Bricklaying &amp; Masonry</td>
</tr>
</tbody>
</table>

STOP AFTER #15, IF NO AFFIRMATIVE RESPONSE TO #1-15.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>16</td>
<td>Cabinetmaking</td>
</tr>
<tr>
<td>17</td>
<td>Kitchen Modernization</td>
</tr>
<tr>
<td>18</td>
<td>Furniture Making</td>
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<tr>
<td>19</td>
<td>Installing Insulation</td>
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<tr>
<td>20</td>
<td>Plastering</td>
</tr>
<tr>
<td>21</td>
<td>Soldering &amp; Welding</td>
</tr>
<tr>
<td>22</td>
<td>Concrete Work (sidewalks)</td>
</tr>
<tr>
<td>23</td>
<td>Installing Floor Coverings</td>
</tr>
<tr>
<td>24</td>
<td>Repairing Chimneys</td>
</tr>
<tr>
<td>25</td>
<td>Heating/Cooling System Installation</td>
</tr>
<tr>
<td>26</td>
<td>Putting on Siding</td>
</tr>
<tr>
<td>27</td>
<td>Tuckpointing</td>
</tr>
<tr>
<td>28</td>
<td>Cleaning Chimneys (chimney sweep)</td>
</tr>
<tr>
<td>29</td>
<td>Installing Windows</td>
</tr>
<tr>
<td>30</td>
<td>Building Swimming Pools</td>
</tr>
<tr>
<td>31</td>
<td>Carpentry Skills</td>
</tr>
<tr>
<td>32</td>
<td>Roofing Repair or Installation</td>
</tr>
</tbody>
</table>
### IV. Office

<p>| | |</p>
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Typing (words per minute  ____ )</td>
</tr>
<tr>
<td>2.</td>
<td>Operating Adding Machine/Calculator</td>
</tr>
<tr>
<td>3.</td>
<td>Filing Alphabetically/Numerically</td>
</tr>
<tr>
<td>4.</td>
<td>Taking Phone Messages</td>
</tr>
<tr>
<td>5.</td>
<td>Writing Business Letters (not typing)</td>
</tr>
<tr>
<td>6.</td>
<td>Receiving Phone Orders</td>
</tr>
<tr>
<td>7.</td>
<td>Operating Switchboard</td>
</tr>
<tr>
<td>8.</td>
<td>Keeping Track of Supplies</td>
</tr>
<tr>
<td>9.</td>
<td>Shorthand or Speedwriting</td>
</tr>
<tr>
<td>10.</td>
<td>Bookkeeping</td>
</tr>
<tr>
<td>11.</td>
<td>Entering Information into Computer</td>
</tr>
<tr>
<td>12.</td>
<td>Word Processing</td>
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</table>

### V. Operating Equipment & Repairing Machinery

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<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Repairing Radios, TVs, VCRs, Tape Recorders</td>
</tr>
<tr>
<td>2.</td>
<td>Repairing Other Small Appliances</td>
</tr>
<tr>
<td>3.</td>
<td>Repairing Automobiles</td>
</tr>
<tr>
<td>4.</td>
<td>Repairing Trucks/Buses</td>
</tr>
<tr>
<td>5.</td>
<td>Repairing Auto/Truck/Bus Bodies</td>
</tr>
<tr>
<td>6.</td>
<td>Using a Forklift</td>
</tr>
<tr>
<td>7.</td>
<td>Repairing Large Household Equipment (e.g., refrigerator)</td>
</tr>
<tr>
<td>8.</td>
<td>Repairing Heating &amp; Air Conditioning System</td>
</tr>
<tr>
<td>9.</td>
<td>Operating a Dump Truck</td>
</tr>
<tr>
<td>10.</td>
<td>Fixing Washers/Dryers</td>
</tr>
<tr>
<td>11.</td>
<td>Repairing Elevators</td>
</tr>
<tr>
<td>12.</td>
<td>Operating a Crane</td>
</tr>
<tr>
<td>13.</td>
<td>Assembling Items</td>
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<tr>
<td>VI. Food</td>
<td></td>
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<tr>
<td>------------------</td>
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</tr>
<tr>
<td>1. Catering</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Serving Food</td>
<td></td>
</tr>
<tr>
<td>to Large Numbers</td>
<td></td>
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<tr>
<td>of People (over 10)</td>
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<tr>
<td>3. Preparing Meals</td>
<td></td>
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<tr>
<td>for Large Numbers</td>
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<tr>
<td>of People (over 10)</td>
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<tr>
<td>4. Clearing/Setting</td>
<td></td>
</tr>
<tr>
<td>Tables for Large</td>
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<tr>
<td>Numbers of People (over 10)</td>
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<tr>
<td>5. Washing Dishes</td>
<td></td>
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<tr>
<td>for Large Numbers</td>
<td></td>
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<tr>
<td>of People (over 10)</td>
<td></td>
</tr>
<tr>
<td>6. Operating Commercial Food Preparation Equipment</td>
<td></td>
</tr>
<tr>
<td>7. Bartending</td>
<td></td>
</tr>
<tr>
<td>8. Meatcutting</td>
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<tr>
<td>9. Baking</td>
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</table>

<table>
<thead>
<tr>
<th>VII. Transportation</th>
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<tbody>
<tr>
<td>1. Driving a Car</td>
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<tr>
<td>2. Driving a Van</td>
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</tr>
<tr>
<td>3. Driving a Bus</td>
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<tr>
<td>4. Driving a Taxi</td>
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<tr>
<td>5. Driving a Tractor</td>
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<tr>
<td>Trailer</td>
<td></td>
</tr>
<tr>
<td>6. Driving a Commercial Truck</td>
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<tr>
<td>7. Driving a Vehicle</td>
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<tr>
<td>/Delivering Goods</td>
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</tr>
<tr>
<td>8. Hauling</td>
<td></td>
</tr>
<tr>
<td>9. Operating Farm Equipment</td>
<td></td>
</tr>
<tr>
<td>10. Driving an Ambulance</td>
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<table>
<thead>
<tr>
<th>VIII. Child Care</th>
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<tbody>
<tr>
<td>1. Caring for Babies (under 1 year)</td>
<td></td>
</tr>
<tr>
<td>2. Caring for Children (1 to 6)</td>
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</tr>
<tr>
<td>3. Caring for Children (7 to 13)</td>
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</tr>
<tr>
<td>4. Taking Children on Field Trips</td>
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**IX. Supervision**

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Writing Reports</td>
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<tr>
<td>2.</td>
<td>Filling out Forms</td>
</tr>
<tr>
<td>3.</td>
<td>Planning Work for Other People</td>
</tr>
<tr>
<td>4.</td>
<td>Directing the Work of Other People</td>
</tr>
<tr>
<td>5.</td>
<td>Making a Budget</td>
</tr>
<tr>
<td>6.</td>
<td>Keeping Records of All Your Activities</td>
</tr>
<tr>
<td>7.</td>
<td>Interviewing People</td>
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**X. Sales**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Operating a Cash Register</td>
</tr>
<tr>
<td>2.</td>
<td>Selling Products Wholesale or for Manufacturer (If yes, which products?)</td>
</tr>
<tr>
<td>3.</td>
<td>Selling Products Retail (If yes, which products?)</td>
</tr>
<tr>
<td>4.</td>
<td>Selling Services (If yes, which services?)</td>
</tr>
<tr>
<td>5.</td>
<td>How have you sold these products or services? (Check mark, if yes)</td>
</tr>
<tr>
<td></td>
<td>A.   _____   Door to Door</td>
</tr>
<tr>
<td></td>
<td>B.   _____   Phone</td>
</tr>
<tr>
<td></td>
<td>C.   _____   Mail</td>
</tr>
<tr>
<td></td>
<td>D.   _____   Store</td>
</tr>
<tr>
<td></td>
<td>E.   _____   Home</td>
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**XI. Music**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Singing</td>
</tr>
<tr>
<td>2.</td>
<td>Play an Instrument (Which instrument?)</td>
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### XII. Security

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Guarding Residential Property</td>
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<tr>
<td>2</td>
<td>Guarding Commercial Property</td>
</tr>
<tr>
<td>3</td>
<td>Guarding Industrial Property</td>
</tr>
<tr>
<td>4</td>
<td>Armed Guard</td>
</tr>
<tr>
<td>5</td>
<td>Crowd Control</td>
</tr>
<tr>
<td>6</td>
<td>Ushering at Major Events</td>
</tr>
<tr>
<td>7</td>
<td>Installing Alarms or Security Systems</td>
</tr>
<tr>
<td>8</td>
<td>Repairing Alarms or Security Systems</td>
</tr>
<tr>
<td>9</td>
<td>Firefighting</td>
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### XIII. Other

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Upholstering</td>
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<tr>
<td>2</td>
<td>Sewing</td>
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<tr>
<td>3</td>
<td>Dressmaking</td>
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<td>4</td>
<td>Crocheting</td>
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<tr>
<td>5</td>
<td>Knitting</td>
</tr>
<tr>
<td>6</td>
<td>Tailoring</td>
</tr>
<tr>
<td>7</td>
<td>Moving Furniture or Equipment to Different Locations</td>
</tr>
<tr>
<td>8</td>
<td>Managing Property</td>
</tr>
<tr>
<td>9</td>
<td>Assisting in the Classroom</td>
</tr>
<tr>
<td>10</td>
<td>Hair Dressing</td>
</tr>
<tr>
<td>11</td>
<td>Hair Cutting</td>
</tr>
<tr>
<td>12</td>
<td>Phone Surveys</td>
</tr>
<tr>
<td>13</td>
<td>Jewelry or Watch Repair</td>
</tr>
</tbody>
</table>

### XIV. Skills

A. Are there any other skills that you have which we haven’t mentioned?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
B. When you think about your skills, what three things do you think you do best?
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

C. Which of all your skills are good enough that other people would hire you to do them?
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

D. What three skills would you most like to learn?
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

E. Are there any skills you would like to teach?
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

F. Please describe other special interests or activities that you have been involved with (e.g., sports, artistic activities, crafts, crossword puzzles, fishing, gardening, swimming).
   ____________________________________________________________
G. Have you ever organized or helped organize any of the following community activities? (Place check mark (✓), if yes)

1. _____ Boy Scouts/Girl Scouts  
2. _____ Church Fundraisers  
3. _____ Bingo  
4. _____ School-Parent Associations  
5. _____ Sports Teams  
6. _____ Camp Trips for Kids  
7. _____ Field Trips  
8. _____ Political Campaigns  
9. _____ Block Clubs  
10. _____ Community Groups  
11. _____ Rummage Sales  
12. _____ Yard Sales  
13. _____ Church Suppers  
14. _____ Community Gardens

H. Have you ever worked on a farm? If so, where and what did you do?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

PART II. WORK EXPERIENCE

Now that we have discussed your skills, we would like to get a sense of your work experience.

A. Are you currently employed? Yes ______ No ______

Are you between jobs? Yes ______ No ______

1. If employed, what is your job title and what skills do you use on the job?

__________________________________________________________________________
A. Are you employed part-time or full-time? _________________________
B. If working part-time, would you like additional work?
   Yes _____  No ______

2. If not employed, are you interested in a job?  Yes _____ No _____
   A. Full-time
   B. Part-time
   C. Are there things that would prevent you from working right now?
      __________________________________________________________

B. What were your previous jobs?
   1. ____________________________________________________________
   2. ____________________________________________________________
   3. ____________________________________________________________

C. Have you ever been self-employed?  Yes _____ No _______
   If yes, describe:
      ____________________________________________________________
      ____________________________________________________________

D. Have you ever operated a business from your home? Yes _____ No _____
   If yes, describe:
      ____________________________________________________________
      ____________________________________________________________

PART III. EDUCATION AND TRAINING

A. How many years of school did you complete? (Please circle)
   1  2  3  4  5  6  7  8  9  10  11  12  (High School Diploma)
   13  14  15  16  (College Degree)  (Advanced Degree)

B. Do you have a GED?  Yes _____ No _____
C. Have you participated in any training programs that were not part of your regular school studies? Yes _____ No _____

1. If yes, what kind of training did you participate in?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

2. What kind of work did that training prepare you for?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

PART IV. ENTERPRISING ATTITUDES AND EXPERIENCE

A. Have you ever considered starting a business? Yes _____ No _____

1. If yes, what kind of business did you have in mind?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

2. Did you plan to start it alone or with other people?

   Alone ______ Others ______

3. Did you plan to operate it out of your home? Yes _____ No _____

B. Are you currently earning money on your own through the sale of services or products?

   Yes _____ No _____
1. If yes, what are the services or products you sell?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

2. Whom do you sell to?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

3. How do you do this?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

C. What types of businesses are needed in the neighborhood?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

D. What businesses do we have in the neighborhood which are so unsatisfactory that we should consider starting new, competing businesses?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
E. What is the biggest obstacle you face in starting a business?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are there others?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PART V. PERSONAL INFORMATION

Name: _____________________________________________________________________

Address: __________________________________________________________________

Phone: ____________________________________________________________________

Age: _______________ (If a precise age is not given, ask whether the person is in the teens, 20s, 30s, etc.)

Sex:  F_______ M _______

Thank you very much for your time. We will send you a summary of your responses and the responses of others to this questionnaire.

Source: ____________________________________________________________________

Place of Interview: ____________________________________________________________________

Interviewer: ____________________________________________________________________
Part I. – Skills Information

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

<table>
<thead>
<tr>
<th>HEALTH</th>
<th>Place a checkmark (✓) by those skills that you have</th>
<th>Place a checkmark (✓) if you want to learn this skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring for the Elderly</td>
<td></td>
<td></td>
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<tr>
<td>Caring for the Mentally Ill</td>
<td></td>
<td></td>
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<tr>
<td>Caring for the Sick</td>
<td></td>
<td></td>
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<tr>
<td>Caring for the Physically or Developmentally Challenged Individuals</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFICE</th>
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</thead>
<tbody>
<tr>
<td>Typing (words per minute)</td>
<td></td>
<td></td>
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<tr>
<td>Operating an adding machine or calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with office files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking phone messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing business letters (not typing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving phone orders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating several phone lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping track of supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorthand or speedwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering information into a computer spreadsheet</td>
<td></td>
<td></td>
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<tr>
<td>Preparing computer graphics</td>
<td></td>
<td></td>
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<tr>
<td>Word processing</td>
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<table>
<thead>
<tr>
<th>CONSTRUCTION AND REPAIR</th>
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<tbody>
<tr>
<td>Painting</td>
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<tr>
<td>Home construction or repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tearing down buildings</td>
<td></td>
<td></td>
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<tr>
<td>Knocking out walls</td>
<td></td>
<td></td>
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<tr>
<td>Wall papering</td>
<td></td>
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<tr>
<td>Furniture repairs</td>
<td></td>
<td></td>
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<tr>
<td>Furniture refinishing</td>
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<td></td>
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<tr>
<td>Repairing locks</td>
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<tr>
<td>Building garages</td>
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</tr>
<tr>
<td>Bathroom modernization</td>
<td></td>
<td></td>
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<tr>
<td>Building room additions</td>
<td></td>
<td></td>
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<tr>
<td>Tile work</td>
<td></td>
<td></td>
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<tr>
<td>Installing drywall and taping</td>
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<tr>
<td>Plumbing repairs</td>
<td></td>
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<td>Electrical repairs</td>
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<tr>
<td>Bricklaying and masonry</td>
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<tr>
<td>Cabinet making</td>
<td></td>
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<tr>
<td>CONSTRUCTION AND REPAIR (continued)</td>
<td>Place a checkmark (✓) by those skills that you have</td>
<td>Place a checkmark (✓) if you want to learn this skill</td>
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<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>Kitchen modernization</td>
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<tr>
<td>Furniture making</td>
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<tr>
<td>Installing insulation</td>
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<tr>
<td>Soldering and welding</td>
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<td></td>
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<tr>
<td>Concrete work (sidewalks)</td>
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<tr>
<td>Installing floor coverings</td>
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<tr>
<td>Heating/cooling system installation</td>
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<td></td>
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<td>Installing windows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building swimming pools</td>
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<td></td>
</tr>
<tr>
<td>Carpentry skills</td>
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<tr>
<td>Roofing installation or repair</td>
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<td><strong>MAINTENANCE</strong></td>
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<tr>
<td>Window washing</td>
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<tr>
<td>Floor waxing and mopping</td>
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<td></td>
</tr>
<tr>
<td>Washing and cleaning carpets/rugs</td>
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<td></td>
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<tr>
<td>Routing clogged drains</td>
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<td></td>
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<tr>
<td>Using a handtruck in business</td>
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<tr>
<td>Caulking</td>
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<td>General household cleaning</td>
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<tr>
<td>Fixing leaky faucets</td>
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<tr>
<td>Mowing lawns</td>
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<tr>
<td>Pruning trees and shrubbery</td>
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<tr>
<td>Cleaning/maintaining swimming pools</td>
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<td></td>
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<tr>
<td>Floor sanding and stripping</td>
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<tr>
<td>Wood floor stripping/refinishing</td>
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<tr>
<td><strong>FOOD</strong></td>
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<td></td>
</tr>
<tr>
<td>Catering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving food to large numbers of people (over 10)</td>
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<td></td>
</tr>
<tr>
<td>Preparing meals for large numbers of people (over 10)</td>
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<tr>
<td>Clearing/setting tables for large numbers of people (over 10)</td>
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<td></td>
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<tr>
<td>Washing dishes for large numbers of people (over 10)</td>
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<tr>
<td>Operating commercial food preparation equipment</td>
<td></td>
<td></td>
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<tr>
<td>Meat cutting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baking</td>
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<td></td>
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<tr>
<td><strong>CHILD CARE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring for infants (0 to 1)</td>
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<td></td>
</tr>
<tr>
<td>Caring for toddlers (1-3 years of age)</td>
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<td></td>
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<tr>
<td>Caring for pre-school children (3-5 years of age)</td>
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<tr>
<td>Caring for children 5 to 11 years of age</td>
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<td></td>
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<tr>
<td>Taking children on field trips</td>
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<td></td>
</tr>
</tbody>
</table>

Adapted from: Kretzmann, J.P. and J.L. McKnight. 1993. *Building communities from the inside out: A path toward finding and mobilizing a community’s assets*. Chicago: ACTA Publications.
<table>
<thead>
<tr>
<th>TRANSPORTATION</th>
<th>Place a checkmark (✓) by those skills that you have</th>
<th>Place a checkmark (✓) if you want to learn this skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving a van</td>
<td></td>
<td></td>
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<tr>
<td>Driving a bus</td>
<td></td>
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<tr>
<td>Driving a tractor trailer</td>
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<td></td>
</tr>
<tr>
<td>Driving a commercial truck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driving a vehicle to deliver goods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hauling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating farm equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driving an ambulance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPAIRING MACHINERY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairing radios, TVs, VCRs, Tape Recorders, CD players</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairing small appliances</td>
<td></td>
<td></td>
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<tr>
<td>Repairing automobiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairing trucks/buses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto body repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairing large household appliances (such as a refrigerator, washer/dryer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repairing heating and air conditioning system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUPERVISION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filling out forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning work for other people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping records of activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating a cash register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling wholesale products or manufacturing products (if YES, which products? (blank))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling products retail (if YES, which products? (blank))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling services (if YES, which services? (blank))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How have you sold these products or services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Door to Door</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• From home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### MUSIC

<table>
<thead>
<tr>
<th>Place a checkmark (✓) by those skills that you have</th>
<th>Place a checkmark (✓) if you want to learn this skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td></td>
</tr>
<tr>
<td>Play an instrument (which Instrument? ____________)</td>
<td></td>
</tr>
</tbody>
</table>

### OTHER SKILLS

<table>
<thead>
<tr>
<th>Place a checkmark (✓) by those skills that you have</th>
<th>Place a checkmark (✓) if you want to learn this skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upholstering</td>
<td></td>
</tr>
<tr>
<td>Sewing</td>
<td></td>
</tr>
<tr>
<td>Dressmaking</td>
<td></td>
</tr>
<tr>
<td>Knitting</td>
<td></td>
</tr>
<tr>
<td>Tailoring</td>
<td></td>
</tr>
<tr>
<td>Moving furniture or equipment to different locations</td>
<td></td>
</tr>
<tr>
<td>Managing property</td>
<td></td>
</tr>
<tr>
<td>Assisting in the classroom</td>
<td></td>
</tr>
<tr>
<td>Tutoring students</td>
<td></td>
</tr>
<tr>
<td>Hair dressing</td>
<td></td>
</tr>
<tr>
<td>Hair cutting</td>
<td></td>
</tr>
<tr>
<td>Phone surveys</td>
<td></td>
</tr>
<tr>
<td>Jewelry and watch repair</td>
<td></td>
</tr>
</tbody>
</table>

### Are there other skills that you have that hasn’t been listed here? If YES, what are those skills? Just write them on the following lines.

1. _______________________________________________
2. _______________________________________________
3. _______________________________________________
4. _______________________________________________

### PRIORITY SKILLS

1. Given everything you have checked in the *Capacity Inventory*, what three things would you say you do best? Please list them.
   
   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 that you have that you could teach to others?
   
   A. ____________________________________________
   B. ____________________________________________
   C. ____________________________________________

---

Adapted from: Kretzmann, J.P. and J.L. McKnight. 1993. *Building communities from the inside out: A path toward finding and mobilizing a community’s assets*. Chicago: ACTA Publications.
PRIORITY SKILLS (continued)

4. What skills would you most like to learn?
   
   A. ___________________________________________
   B. ___________________________________________
   C. ___________________________________________

PART II. – COMMUNITY SKILLS

Have you ever organized or participated in any of the following community activities? Please place a checkmark (✓) by those activities that you have been involved in.

- Boy Scouts/Girl Scouts
- Hobby clubs
- Coached or assisted a sports team
- Church fundraisers
- Parent-Teacher Associations or Organizations
- Camp trips for kids
- Field trips
- Worked on political campaigns
- Neighborhood clubs or programs
- YMCA/YWCA or 4-H programs
- Religious organization
- Civic or service clubs
- Veterans organizations
- Participated in community improvement activities
- Worked in support or opposition of a local issue

PART III. – ENTERPRISING INTERESTS AND EXPERIENCE

Business Interest

1. Have you ever considered starting a business?
   
   _____ NO (if NO, skip to the next section on business activity)
   _____ YES (if YES, what kind of business? ___________________________)

Adapted from: Kretzmann, J.P. and J.L. McKnight. 1993. Building communities from the inside out: A path toward finding and mobilizing a community’s assets. Chicago: ACTA Publications.
2. Did you plan to start it alone or with other people?
   ______ ALONE
   ______ WITH OTHERS

3. Did you plan to operate it out of your home?
   ______ NO
   ______ YES

4. What obstacles are keeping you from starting this business?

Business Activity

1. Are you currently earning money on your own through the sale of services or products?
   ______ NO
   ______ YES (If YES, what are the services or products you sell? ________________________________
   ____________________________________________)

2. To whom do you sell these services or products?

3. How do you get customers?

4. What would help you improve your business?

PART IV. – PERSONAL INFORMATION

Name: ______________________________________________________________

Address: ____________________________________________________________

Phone: ______________________________________________________________

Year of Birth: ________

Sex: _____FEMALE _____MALE

Number of years you’ve lived in the community: _____
Capacity Inventory

**HAND**
Make a list of all those things you can do with your hands

**HEAD**
Make a list of all those things you are good at with your brain

**HEART**
Make a list of all those things you are passionate about

**HUMAN**
Make a list of important relationships in your neighborhood, community, and beyond – people you can ask to get things done
Skills Survey

My name is ____________________; what is your name?

Thank you for coming over. Did someone talk to you about what a Skills or Gifts Survey is all about? What do you understand it to be?

We believe that everyone has talents and gifts that can be used to benefit the community. I’d like to spend a few minutes talking to you about your gifts and skills.

GIFTS
1. What positive qualities do people say you have?
2. Who are the people in your life that you give to? How did you give it to them?
3. When was the last time you shared with someone else? What was it?
4. What do you give that makes you feel good?

SKILLS
1. What do you enjoy doing?
2. If you could start a business, what would it be?
3. What do you like to do that people would pay you to do?
4. Have you ever made anything? Have you ever fixed anything?

DREAMS
1. What are your dreams?
2. If you could snap your fingers and be doing anything, what would it be?
Sample — CAPACITY INVENTORY
Developed by the New Prospect Baptist Church, Cincinnati, OH

INTRODUCTION

My name is ____________________ What is your name?

Thank you for coming over. Did someone talk to you about what the “Gift Exchange” is all about? What do you understand it to be?

Basically, we believe that everyone has God-given talents and gifts that can be used to benefit the community. I’d like to spend a few minutes talking to you about your gifts and skills.

GIFTS
Gifts are abilities that we are born with. We may develop them, but no one has to teach them to us.
1. What positive qualities do people say you have?
2. Who are the people in your life that you give to? How did you give it to them?
3. When was the last time you shared with someone else? What was it?
4. What do you give that makes you feel good?

SKILLS
Sometimes we have talents that we’ve acquired in everyday life such as cooking and fixing things.
1. What do you enjoy doing?
2. If you could start a business, what would it be?
3. What do you like to do that people would pay you to do?
4. Have you ever made anything? Have you ever fixed anything?

DREAMS
Before you go, I want to take a minute and hear about your dreams—these goals you hope to accomplish.
1. What are your dreams?
2. If you could snap your fingers and be doing anything, what would it be?
Sample — CAPACITY INVENTORY
Developed by Greyrock Commons Co-Housing Community, Ft. Collins, CO

GIFTS I CAN GIVE MY COMMUNITY

GIFTS OF THE HEAD (Things I know something about and would enjoy talking about with others, e.g., art, history, movies, birds).

GIFTS OF THE HANDS (Things or skills I know how to do and would like to share with others, e.g., carpentry, sports, gardening, cooking).

GIFTS OF THE HEART (Things I care deeply about, e.g., protection of the environment, civic life, children).
Asset Assessment of Individuals

Identifying the assets of individual members in the community is a process of affirmation and discovery that are often incredibly empowering. When individuals realize they themselves have the ability to effect community improvements, they are more willing to work collectively and share their assets.

1. Identify groups of individuals where asset identification might be helpful to the members and/or your programming goals.
2. Identify assets of these groups in a general way.
3. Consider how these assets link to your program goals.
4. Decide if more in-depth first-hand assessment of assets for some of these groups would be helpful and important. Will you use a structured questionnaire or open-ended questions? Decide on the method of asset identification, e.g. survey, interviews, group session, etc.
5. Start to think about how each asset can be taken advantage of collectively to bring about improvements in the community or problems that these assets will be helpful in solving.

The following tables on the next few pages provide a way to look at individuals according to various categories. Use it as a guideline, since there may be additional categories you may identify as being more relevant in your community.

<table>
<thead>
<tr>
<th>What are the types of assets youth typically possess?</th>
<th>What assets do youth in our situation possess? (What assets should we try to develop in our youth?)</th>
<th>What assets could we link to our programming goals?</th>
<th>Do we need more in-depth assessments of youth assets? If so, how could we do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas, Creativity, Energy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dreams &amp; Desires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Group Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentors of other youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Parents

<table>
<thead>
<tr>
<th>What are the types of assets parents typically possess?</th>
<th>What assets do parents in our situation possess? (What assets should we try to develop?)</th>
<th>What assets could we link to our programming goals?</th>
<th>Do we need more in-depth assessments of parents’ assets? If so, how could we do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern for Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Customs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-generational Perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spouse, Extended Family Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other___________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Individuals in Occupation Groups

<table>
<thead>
<tr>
<th>What are the types of assets these individuals typically possess?</th>
<th>What assets do these individuals in our situation possess? (What assets should we try to develop?)</th>
<th>What assets could we link to our programming goals?</th>
<th>Do we need more in-depth assessments of their assets? If so, how could we do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills, Abilities &amp; Experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Occupational Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections to Occupation Groups/Organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other___________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOMEN</td>
<td>MEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the types of assets women typically possess?</td>
<td>What are the types of assets men typically possess?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What assets do women in our situation possess?</td>
<td>What assets do men in our situation possess?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What assets should we try to develop?)</td>
<td>(What assets should we try to develop?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What assets could we link to our programming goals?</td>
<td>What assets could we link to our programming goals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we need more in-depth assessments of women’s assets? If so, how could we do this?</td>
<td>Do we need more in-depth assessments of men’s assets? If so, how could we do this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge/Wisdom</td>
<td>Leadership/Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Knowledge/Wisdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to Place</td>
<td>Peer Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to Children</td>
<td>Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Group</td>
<td>Productivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td>Practical Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Relationships</td>
<td>Economic Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Skills</td>
<td>Education/Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other_______</td>
<td>Other_______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Survey Instrument Created and Used for This Study
1. Name:

2. Age (can be approximate):


4. How long have you been a member of Tusubila?

5. {Heart} Why did you join this group?

6. {Heart} What do you like best about being part of this group?

7. {Head} School:
   a. What is the highest grade level that you completed?
      i. Do you go to school now?

8. {Social} What languages do you know?

<table>
<thead>
<tr>
<th>Language</th>
<th>Understand</th>
<th>Speak</th>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

9. {Head} Business training:
   a. Have you ever sold anything to someone else?
      i. If yes, what did you sell?
      ii. To whom did you sell it?
10. **{Head}** Have you ever assisted someone else in their shop or business?
   
a. If yes, what did you do?

11. **{Head}** Have you had any other type of job or skill training experiences? Please describe.

12. **{Hand/Head}** What types of things do you learn when you attend Tusubila gatherings?

13. **{Hand/Head}** What type of things do you teach when you attend Tusubila gatherings?

14. **{Social}** What things do the other women ask for your help with?

15. **{Social}** What things do the other women ask for your advice on?

16. **{Social}** Who do you go to for advice?

<table>
<thead>
<tr>
<th>Name of person</th>
<th>What do you ask them to help you with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

17. **{Social}** Who are the leaders in the Tusubila group? *(can be formal or informal – just list names)*
18. Crafts table questions:
   a. **Hand** What crafts do you make?
   b. **Hand** About how many of these do you complete in a month?
   c. **Social** Who taught you how to make these?

<table>
<thead>
<tr>
<th>Type of craft</th>
<th>Yes</th>
<th>No</th>
<th># of items/month</th>
<th>Learned from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaving:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baskets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mats</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Soap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sewing:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping bags</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headbands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skirts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beadwork:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necklaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bracelets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (describe)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
19. **(Head)** How do you keep track of how many items you’ve made? *(Write it down, in your head, somebody else keeps track, other)*

20. **(Hand)** What other things do you know how to make *(does NOT need to be related to crafts group)*?

21. **(Head)** How do you decide which Tusubila crafts you will produce *(Look at table No. 18 table for examples: Baskets or bangles or bags)*?

22. **(Heart)** How do you decide what the product will look like *(the design)*?

23. **(Head)** How do you keep track of how much money you make from the sale of your crafts?

   a. In the past 6 months, has that amount increased *(making more money)*, decreased *(making less money)*, or making about the same amount of money?

24. **(Head)** What do you do with the money you earn? Give an example of how you spent it the first time, the most recent time, and how you will spend it next time.

   a. How do you decide? *(Somebody else decides; Spend it as it comes in on whatever is needed most; Save for something specific and then spend on that when enough income has been earned)*.
25. **{Head}** Do you participate in the Village Savings and Loans Association (VSLA)?
   
   a. Why/Why not?

   b. How could the VSLA program be more helpful to you?

26. **{Heart}** What other skills, knowledge, abilities do you have that you think could help Tusubila to succeed?

27. **{Heart/Head}** If you could learn to do anything new, what would it be?

28. We all have difficulties in our lives and we each have our own way of dealing with them. Think of a time when something went wrong in your life (this could be at home, with Tusubila, or in any part of life).
   
   a. **{Heart}** What happened?

   b. **{Heart/Head}** How did you react?

   c. **{Social}** Who did you go to for help, if anyone

   d. **{Head}** How was the problem resolved? (Describe)
29. In addition to difficulties, we all have opportunities. Think of a time when you had a chance to do something new that sounded exciting or interesting (again, this could be in any part of life).

   a. **(Heart)** What was the opportunity?

   b. **(Heart/Head)** How did you react? Were you able to take advantage of it? How?

   c. **(Head)** If an opportunity like this came along again, would you react the same or a different way? (describe)

30. **(Heart)** When you think about all the things you know and do, what do you feel you know or do best? (open ended; could apply to home, Tusubila, or other).

31. **(Heart)** What are your hopes for the future? *(open ended; could be anything – for themselves, for the Tusubila, for their children, their families, etc.)*

   a. **(Head)** What will you do to achieve this?
Appendix C

Report Prepared for and Presented to Tusubila
September 10, 2018

Dear Women of Tusibila,

Hello from Tammi Martin at CSRL in Ames, Iowa and thank you all very much for your participation with the Tusubila Individual Capacity Inventory—the surveys you took in July. I hope you like your red ISU-UP shirts. I can visualize many of you wearing them and it is a wonderful sight!

As we discussed during my previous visit, each and every one of us have unique gifts; things we can do with our hands, our head, our hearts, and through our social relationships with other people. When groups of people like Tusubila combine your gifts and direct them toward a common goal, you can achieve great things. But we don’t always readily recognize our own gifts, or all of the gifts that everyone else has to offer. Please take this opportunity to review this report and word clouds to see all the gifts your group has. In the pictures, do not overlook the words in small print. While the large print reflects a subject that was mentioned multiple times, the small print can reflect a unique gift. Sometimes these “little things” can be your most important assets. The surveys you participated in have helped to reveal your gifts. The pages that follow show and tell the things that were revealed.

FEEDBACK

I would very much appreciate your thoughts on the individual capacity inventory. We may want to conduct this survey again in the future to see what changes have occurred. Your feedback will help to make the survey process better!

What did you like about doing the surveys?

What did you not like about doing the surveys?
Individual Capacity Inventory

HAND

Things you can do with your hands

HEAD

Things you are good at with your brain

HEART

Things you are passionate about

SOCIAL

Important relationships in your community, and beyond – people you can ask to help and get things done

Adapted from: Public Allies Leadership Practice • Milwaukee, WI
As members of Tusubila, you clearly have many gifts of the hand. The majority of you said that digging is one of your skills. However, your craft skills are particularly strong. Nearly half of you stated that you are best at making baskets. Not surprisingly, making and designing baskets is also the skill that many of you teach and assist others. Digging was mentioned less than half as much as baskets when you were asked what you do best.

When it comes to your skills, you have many people to whom you reach out for help on how to do things – the people you go for technical advice. You will not be surprised that the people you go to most are members of Tusubila. But you also mentioned many people in your community who are not members. As you set your goals as an organization, remember to consider all of the people you know and their areas of expertise when seeking advice and help for the organization.
Your craft skills are particularly strong.

Nearly half of you stated that you are best at making baskets.

Many of you are also skilled at mats, necklaces, bangles, and bracelets.

Some of you are even skilled at sewing skirts and shopping bags, making soap, headbands, purses, table mats, and dyeing fibers.
Your gifts of teaching, learning from, and helping one another are very strong assets.

Most of you said you help others with designing and making baskets.

You also help each other to obtain and prepare the craft supplies. But the list of things you help each other with goes on and on. And it’s not just crafts.

Some of you help others to read, write, and use the tape measure. And some of you have specialized skills that you’re sharing with others like dyeing, sewing, and making more unique crafts.
Other Skills You Have

Your gifts of the hand reach beyond the things you do at Tusubila.

Most of you also do digging. And many of you have some experience raising livestock, hair dressing, tailoring, making chapati, and sewing.

Again, pay attention to the small print. There are people in your group that can use an ox plow, grow coffee, make clay pots, build tip-taps, plate hair, and so many other things! In fact, many of you want to learn to do things that others in your group can teach you!
People You Go to for Technical Advice

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available in a separate file for internal use only
HAND Section Feedback

*What surprised you?*

*What is missing?*
Sixteen of you have reached the senior high school levels of education. This means that you have learned to do many things with your head through school. Others of you have developed your gifts of the head through experience or a combination of schooling and ‘doing’.

Planning and record keeping are important practices for a successful business. Several of you already do some planning and record keeping; {Names Removed} to name just a few. These are things you can all learn and develop. Would it be good for all of us to have these skills?

As a group, you have a range of business experiences. Most of you have had at least some experience growing and selling grains like maize. Several of you have some experience selling things in shops. Quite a few members of your group have more specialized experiences. Much of this knowledge is transferrable, meaning you can draw from the things you have learned other places in order to accomplish new things. Be mindful of how all of these individual experiences might help your group as you grow as a business.
Your Business Experiences

Look at all the experiences you have. Many of you have produced and sold things. For example, most of you have had experience growing (producing) and selling grains like maize. You also produce and sell many other things; tomatoes, breads, vegetables, beans, etc. Several of you have some experience selling things in shops or for other people (retail sales). A few of you produce and then sell other things. The foundation of business is supply and demand. You are already using gifts that apply to business!
HEAD Section Feedback

*What surprised you?*

*What is missing?*
SOCIAL

You have many important social connections. Other people seek your advice on many different topics. You also have many people in the community, beyond Tusubila, that you go to for help when you have a personal challenge. As you grow as an organization, Tusubila will also have challenges that the people you know might be able to help your organization to overcome. Remember that the people you know can be one of your greatest resources.

It takes the gifts of all members for an organization to meet its full potential. Groups also need leaders to serve both official roles (like president and treasurer) and unofficial roles (like organizing and motivating one another). When asked who the leaders in your community are, everyone mentioned the names {Names Removed}. Many of you also said {Names Removed} were also stated as being leaders. Should everyone learn to play a leadership role in Tusubila? Should official Tusubila leaders change over time?
Being able to communicate with others helps to create and strengthen both personal and professional relationships. Many of you are able to communicate in multiple languages. Nearly all of you speak Lusoga and most of you speak Luganda. Eighteen of you can speak English. Four of you can speak Swahili. Two of you can Sign. At least one person in your group can speak; Kiswahili, Lulamongi and Nyoro. Some of you can even read and write in multiple languages. As Tusubila seeks more places to sell your products and get supplies, your ability to communicate with potential buyers and suppliers will be a big asset.
You have many social connections through which you provide support. You give encouragement to one another. You share advice on family, children, and other relationship issues. Other people in the community are interested in your involvement with Tusubila and you share information about being a member. If you have something someone else needs, you are willing to lend it to them. When people seek your advice, it reveals your social gifts.
SOCIAL Section Feedback

What surprised you?

What is missing?
Most of you were motivated to join Tusubila to learn new skills such as basket weaving. You were also motivated by the prospect of earning an income.

While you do enjoy making crafts and earning an income, what you like best about being a member of Tusubila is the opportunity to be together and to socialize with one another.

In addition to improving your current craft skills, you are motivated to learn more and new things. Notice that some people may wish to learn things that you can teach. Teaching and learning is another way you can support one another.

All of you also have the gift of creativity. This not only shapes the appearance of the crafts that you make, but also your dreams and aspirations. You may wish to utilize the creative gifts of your group as you design new products and also think about and plan for the future of Tusubila.

It is our hopes and aspirations that motivate us. Your greatest hopes are for your children. Most of you would like better homes. Because we are all different, you have different ideas on how to reach your dreams, but the one thing you have in common is Tusubila.
Why You Joined Tusubila

Most of you said you joined Tusubila to learn new skills, especially basket weaving and other crafts. You also wanted to join the group to make money; earn an income. In addition, some of you were most interested in the social aspects of the group. A few of you even mentioned the good reputation of Tusubila as being your reason for joining.
Now that you have been a part of the group for a while, it turns out that what you like best about being a member of Tusubila is the opportunity to be together and to socialize with one another. You also like earning income and making crafts, but you like socializing the most. You also like being able to develop your skills, and a few of you noted how much you appreciate being treated like equals.
What You Want to Learn

The most popular thing you want to learn is tailoring. Eighteen of you mentioned that. Many of you also want to learn to make soap. In addition, several of you would like to learn how to use computers and even further your general education. Notice that there are many other things you want to learn such as other crafts, hair dressing, and raising livestock. Perhaps the person who wants to learn bookkeeping can one day help Tusubila with accounting.
Many of you mentioned that certain people help you with your designs, but all of you have the gift of creativity. Your creativity is useful when making crafts, but remember you can also use it to form your dreams and create ways to achieve your aspirations.
When looking toward the future, your greatest hopes are for your children. First and foremost, you want your children to receive an education. You also want to be able to provide for them so that they may live better lives. Most of you also aspire to complete or build a better house. Many of you are interested in raising livestock as a way to accomplish these goals. Several of you would like to start a business and others believe that having your own land to farm would be a means to meeting your goals.
HEART Section Feedback

*What surprised you?*

*What is missing?*
SUMMARY

Tusubila is an emerging crafts business. It’s an organization of which you are a member, where you work and make products to sell, and from which you receive benefits such as income. But your surveys tell me that Tusubila is much more than that. Being part of Tusubila allows you to come together to socialize and support one another in many aspects of your lives. While your gifts of the hand are very strong, and making crafts is what brings you together, your social bonds are perhaps your strongest asset.

When you chose to register your group as a Community Based Organization (CBO), you took an empowering step toward achieving your independence as an organization and taking charge of your individual destinies. An organization depends on many resources to grow and expand. When you answered the survey questions, you revealed that you, the members of Tusubila, have many resources; gifts of the hand, head, heart, and social ties that you can use to make the organization a successful and sustainable business.

Now that you have reviewed this report, look inward and reflect on all gifts you have as an individual and all that you have as a group. Consider where your personal gifts fit in and can help make the organization become stronger. As a group, you can combine and use your gifts to maximize the success of Tusubila. Consider and discuss what Tusubila means to you now and how you would like it to be in the future.

When you created the CBO, you chose a name that was a reflection of what the organization means to you. Tusubila gives you hope. And by nurturing Tusubila, perhaps your hopes and dreams can be realized.

FEEDBACK

What is the most interesting thing you learned from the survey?

How can Tusubila help you to realize your dreams for the future?

What you can do to improve or strengthen Tusubila?