

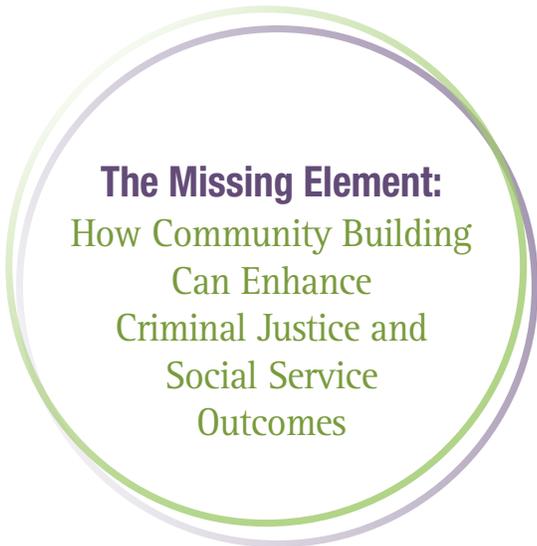


The Missing Element:
How Community Building
Can Enhance
Criminal Justice and
Social Service
Outcomes



COMMUNITY
BUILDING INSTITUTE





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Community is the bedrock of all human relationships—it should ultimately serve to lower or remove the barriers to communication that unduly separate us humans one from another.

—M. Scott Peck, MD, inventor of Community Building and renowned psychiatrist and author of *The Road Less Traveled*



Executive Summary

Finding cost-effective methods that significantly enhance the outcomes of criminal justice and social service programs is everyone’s business—and a top priority for government, nonprofit and community agencies in lean times. For those committed to improving the health, self-sufficiency and success of families, youth and adults, Community Building is an approach worthy of serious consideration.

Community Building is an experiential process in which participants practice, model and develop healthy pro-social attitudes, skills and behaviors in a group setting. Community Building directly addresses key criminogenic (crime-producing) factors and creates highly effective learning environments. When integrated into existing social service and criminal justice programs, Community Building has the potential to dramatically improve efficiency, quality and outcomes.

Government and community leaders are using evidence-based practices (EBP) to guide decision making about criminal justice and social service program methods and approaches. Community Building is highly consistent with Evidence Based Practices such as Motivational Interviewing, Developing Pro-Social Supports, Trauma Informed Care and many others.

This paper highlights current challenges affecting criminal justice and social service providers; examines the process and benefits of Community Building; and explores the value of training local Community Building facilitators to sustain benefits over the long term.

Challenges

Criminal justice and social service providers face critical and sometimes daunting challenges when providing services to children, families and adults. These obstacles often include, but are not limited to:

- Increased violence among youth
- Earlier incarceration and involvement with the juvenile justice system
- Lack of engagement of fathers in the lives of their families
- Increased risk for youth who are aging out of the foster care system
- High unemployment and the need for meaningful job training
- Increased costs of incarceration
- Need for increased coordination of agencies and services
- Tight budgets that limit services
- Tension and competition between providing agencies
- High rates of recidivism for adults and youths



Although violent crime in the United States has been declining for the past six years, it remains a serious problem in urban pockets riddled with gangs, drugs and poverty. Compared to areas with more-stable populations, these communities experience significant disparities in life expectancy, infant mortality, obesity, mental health, high school completion, meaningful employment and many other social determinants of health and quality of life.

Current efforts to address these challenges have helped improve the lives of people local agencies serve. However, government and community leaders are still struggling to implement solutions that can break the cycle of poverty, crime and violence that disproportionately affects the most vulnerable.

Fortunately, over the past twenty years, a large body of research is providing valuable information about what works and does not work in criminal justice and social service programs. For example, we know that military boot camps, self-esteem building programs and talk therapy do not work effectively in reducing recidivism.¹

Instead evidence based principles and practices suggest that programs have more success when:

- Focusing treatment and intervention on the highest risk offenders.
- Targeting crime-producing factors related to criminal conduct, such as antisocial attitudes, antisocial peer associations, lack of self-control, minimal problem-solving capability and lack of empathy.
- Using approaches that teach new skills through modeling, practice and reinforcement of behaviors, instead of by talking about them.
- Focusing on factors that impact behavior. Past trauma can be a barrier to addressing antisocial behavior but current behavior is the target for change.
- Ensuring effective implementation of original program designs²

An important aspect of Community Building is that it is consistent with the above practices and impacts numerous success factors that are difficult or unrealistic for traditional curricula-based programs to address. It can also be effectively integrated into a broad range of existing programs.

Government and community leaders are searching for ways to accomplish more with less. This is where Community Building can make a difference. To be most valuable, Community Building must align with evidence-based practices, significantly enhance outcomes, and complement and enhance—rather than replace—existing programs and initiatives.

¹Latessa, E. J., and C. T. Lowenkamp (2006). *What Works in Reducing Recidivism*. St. Thomas Law Journal, 3 (3)

²Id.

A “community” is a group of two or more people who, regardless of the diversity of their backgrounds, have been able to accept and transcend their differences, enabling them to communicate openly and effectively, and to work together toward common goals, while having a sense of unusual safety with one another. Community Building Workshops endeavor to create this safe place.

—M. Scott Peck, MD



What Is Community Building?

Community Building is a highly experiential group development process that provides a setting in which participants can quickly let go of past issues, attitudes and unproductive behaviors that block their progress.

Unlike talk therapy, participants engage in a common task: they work with fellow participants to form and maintain a genuine community. Participants collaborate, work and struggle together to reach this goal - and learn that achieving community requires them to practice and model certain skills, behaviors and principles.

Community Building provides rapid breakthroughs that support growth and healing. The group process helps clients recognize and address trauma, grief, anger and other emotional concerns. These underlying issues often drive unproductive and crime-producing behaviors and affect current dysfunctional circumstances.

Once “in community” through a Community Building Workshop, members function as a highly effective decision-making group. Participants are flexible and accommodating, providing unusual safety and respect for fellow members. Members accept and carefully listen to each other as they share ordinarily guarded and sometimes intensely personal emotions. Ultimately, members not only celebrate but move beyond differences that typically undermine groups and cause them to function at a suboptimal level. As participants experience trust and acceptance, sometimes for the first time, they continue to experience personal growth, often taking steps to solve their own problems.

The Community Building process directly addresses numerous criminogenic factors such as:

- Antisocial attitudes
- Negative peer associations and interactions
- Lack of empathy
- Minimal problem-solving capability
- Difficulty with self-control

Likewise, the process instills pro-social skills that promote independence and self-sufficiency. These may include, but are not limited to:

- Anger management
- Empathy/compassion
- Communication
- Listening
- Collaboration
- Impulse control

Participants develop these skills by paying attention to how they behave with others and by recognizing and removing personal barriers to communication and authenticity as they present themselves in the group setting.

Enhancing Existing Programs with Community Building

P*rior to this CBW experience, I felt that Community Building may have some answers for the Department of Corrections and its approach, specifically for younger offenders. I now believe it presents a process of healing for everyone: inmate, staff, and the community as a whole. The effect that the process had on this group of eight men was more than I could have imagined.*

—Colleen Frye, social worker,
Racine Correctional Institution,
Racine, Wisconsin

Stand-alone Community Building Workshops are beneficial to participants as they seek to improve their lives. However, government, nonprofit and community leaders find value in Community Building's ability to enhance the quality, efficiency and outcomes of existing social service and criminal justice programs.

Community Building improves outcomes in existing programs in two primary ways:

- First, as indicated earlier, Community Building directly impacts criminogenic and other unproductive attitudes and behaviors that are difficult for traditional curriculum-based programs to address.
- Second, Community Building creates highly effective learning environments.

After a Community Building experience, groups are less resistant, more cooperative and "teachable", more willing to solve problems, and more engaged in activities. This increased cooperation, or "value congruence," between individual members and the group results in a highly effective learning environment.

The participants' increased willingness and positive engagement translates into improved outcomes, especially in more traditional curriculum-based programs (literacy, parenting, job interviewing, vocational and technical skill development, conflict resolution, etc.). Consequently, Community Building can play an important role in related outcomes such as increasing family stability, achieving educational goals and finding meaningful employment.

At Dixon Correctional Institute in Louisiana, Dr. Robert E. Roberts studied the outcomes of inmates who participated in a seven-week literacy program. One group was enrolled in a literacy program that was combined with Community Building exercises. Those participants gained the equivalent of 1.04 grade points on average, compared to almost no gains for control groups who did not participate in the program. Dr. Roberts reported that Community Building had additional impacts in many areas such as substance abuse, pro-social supports, etc.³ Below are excerpts from Dr. Roberts' report:

As levels of trust increased within the group, inmates with the most severe problems in reading apparently sensed that it was safe to reveal this deficiency and ask for help.

Interactions also developed in other ways. As inmates became better acquainted, some would discover that their families (mostly low-income level) lived close to each other and could car-pool to the prison on visitor's day. This discovery reportedly facilitated some visits that would otherwise not have occurred. In one such instance, a black inmate's family which lived near the prison hosted a white family from Virginia, so they could afford to visit their son at DCI.

Inmates commonly spoke of renewed relationships with family as a result of changes in the nature, style, and frequency of their communication. In general, inmates and security personnel alike reported a lower level of stress within the everyday environment of dormitory.

Similarly, a three-year research project at Dixon demonstrated the efficacy of Community Building for reducing violence and other infractions among adult males in a correctional facility. Major and minor infractions decreased by almost 90 percent among Community Building program participants. (See Appendix A for more information and a summary graph tracking results).

Many state and local governments have placed a high priority on reducing recidivism by helping offenders succeed after incarceration using evidence-based practices. Ensuring successful reentry means safer communities, stronger families and better expenditure of tax dollars.

Three-quarters of ex-offenders returning to the community have a history of substance abuse; two-thirds have no high school diploma. Nearly half of adults leaving prison were earning less than \$600 per month immediately prior to their incarceration, and a criminal record hinders both their employability and their earning potential. Fifty-five percent of re-entering adults have children under eighteen, and incarcerated parents owe more than \$20,000 on average in child support when they are released from prison. Within three years of release, approximately two out of three ex-offenders are re-arrested.⁴

Project Return in New Orleans, LA and Chattanooga Endeavors in Tennessee have achieved impressive reductions in recidivism by using Community Building as part of a multipronged reentry program approach.⁵

(For more information about practical applications of Community Building in a variety of settings and organizations see Appendix B).



³Dr. Robert E. Roberts Dr. Earl H. Cheek Rosemary Mumm, *Community Building: A Cooperative Learning Model For Reading Performance In A Medium-Security Prison*. 1993

⁴Report of the Re-Entry Policy Council: Charting the Safe and Successful Return of Prisoners to the Community. Council of State Governments. Reentry Policy Council. New York: Council of State Governments. January 2005

⁵Rafael C. Goyeneche, III, *The Project Return Program: Measuring Recidivism in the Reintegration Program for Ex-Offenders*, A Research Report by the Metropolitan Crime Commission, New Orleans, LA , May 2000

Moving through the Four Stages of Community Building

Community can be created through a variety of planned and unplanned interventions. In its purest application, a Community Building Workshop (CBW) is a three-day workshop with fifteen to fifty participants and two facilitators; the objective is to experience and achieve genuine community. Alternative Community Building methods lasting from two hours to five days have been developed recently to match specific objectives and audiences.

Workshop objectives are met as participants progress through four stages:

- **Pseudo Community:** Characterized by politeness; superficiality; avoidance of disagreement and difficult issues; denial of differences; resistance to building community; and unexpressed feelings.
- **Chaos:** Characterized by perceptible undercurrents; lack of effective listening; political alliances; proselytizing and fixing; a need to control others and outcomes; disagreement and conflict; unrealistic expectations and judgments.
- **Emptiness:** Characterized by letting go of the barriers to communication and community harbored by individual participants. Such barriers may include faulty expectations, preconceptions, stereotypes and prejudices about other members; past resentments toward others; behaviors resulting from trauma; or the need to fix individuals or control the group.
- **Community:** Characterized by the acknowledgment of and respect for individual differences; a depth of listening; an unusual level of group safety; the possibility of psychological and spiritual healing; shared leadership; softened (respectful) conflict; effective group decision making; healthy reflection; a sense of belonging; a greater awareness of what stage the group is in and what is needed to move it forward.

After attending a Community Building experience, participants meet weekly to better understand their CBW experience, more fully integrate the principles and skills of Community Building into their everyday lives and gain additional knowledge from others' experiences and insights. Practitioners often refer to follow-up groups as Community Continuity.



For a comparison chart on the different stages of Community Building, see Appendix C.

Community Building Aligns with Evidence-Based Practices

Evidence-based practice (EBP) is an interdisciplinary approach that provides a breadth of research and knowledge about methods that improve clinical and program outcomes.

Community Building aligns with the evidence-based practices of Motivational Interviewing, trauma-informed care and developing pro-social supports. When woven together, Community Building and the three EBP methods

- Empower and sustain healthy change
- Bolster existing capabilities
- Identify opportunities for growth
- Develop pro-social attitudes and skills that target behaviors and circumstances that block client progress
- Enhance a trauma-informed environment of safety, trust and service



Motivational Interviewing

Motivational Interviewing (MI) is a collaborative, client-centered form of guidance meant to elicit and enhance a client's internal motivation to change. Community Building and MI use remarkably similar approaches.

For example, Community Building facilitators and MI practitioners are advocates with participants instead of advocates for participants. Both methods use a guiding, person-centered approach and place a high value on outcomes. Practitioners of both Community Building and MI use skills such as reflection, evocation, empathy and compassion to elicit behavior change. Compared with non-directive counseling, both are more focused and goal-directed.

If I would've seen you on the street before this, I wouldn't have thought a second time about messing with you, robbing you . . . Now I know you. I wouldn't do that."

–Juvenile Community Building Workshop participant

have believed passionately in the idea of community for years, and here I was being given the chance to learn how to do it. I wasn't disappointed. It's somehow profoundly simple but life changing, and I can't quite find words to describe it. I feel as if something has happened inside me, and I now have a different way of being, both with myself and in the world.

—Katharine Goodman, teacher

Motivational Interviewing has shown that healthy behavioral change is much more likely to be sustained if it is internally rather than externally motivated. Community Building emphasizes and reinforces this concept. Community Building participants gain heightened self-awareness and can make previously unavailable choices about their identity and role in a group setting. Resentments, beliefs and experiences that participants have carried forward from the past—which serve to undermine present behavior and limit future opportunities—are “emptied” or let go. This in turn results in fewer negative behaviors.

Developing Pro-Social Supports

Evidence Based Practice indicates that positive outcomes are more likely to be achieved when participants in social service and corrections programs have meaningful connections to a pro-social community. Pro-social, community-based networks (both people and activities) provide opportunities for individuals to strengthen their own social skills by engaging with others who possess the attitudes they hope to emulate and participate in activities that they have an interest in.

Community Building may be conducted with existing families and other natural communities such as neighborhoods. The experience of deepening a connection with others extends beyond the immediate Community Building group to influence relationships in other social networks. Newly developed skills such as listening, compassion, impulse control and problem solving further enhance family and work relationships outside of the workshop experience.

When participants share personal stories, struggle to solve a problem and form themselves into a true community, they enhance their empathy for one another and reduce unhealthy conflict. They also help each other draw connections across socioeconomic, ethnic and racial divisions. The result is a dramatically enhanced sense of belonging among group members.

By helping participants develop pro-social supports, Community Building addresses a range of unhealthy behaviors including alcoholism, substance abuse and domestic abuse. Additionally, Community Building promotes positive leisure activities.

During a Community Building Workshop, one juvenile said to a fellow participant, who was a member of a rival gang, “If I would’ve seen you on the street before this, I wouldn’t have thought a second time about messing with you, robbing you . . . Now I know you. I wouldn’t do that.” The youth’s shift in mind-set illustrates the potential impact on attitudes, relationships and social networks.

Trauma-Informed Care

Trauma-informed care (TIC) is based on understanding the vulnerabilities or triggers of trauma survivors that traditional service delivery approaches may exacerbate. Incorporating TIC with traditional services and programs creates a more supportive environment and avoids re-traumatization of the client. Most individuals seeking public behavioral health services or participating in other public services, such as homeless and domestic violence programs, reentry programs, etc., have histories of physical and sexual abuse and other trauma-inducing experiences. These experiences often lead to mental health disorders and co-occurring issues such as chronic health conditions, substance abuse, eating disorders and HIV/AIDS, as well as contact with the criminal justice system.

Trauma-specific interventions are designed to address the consequences of trauma and facilitate the individual's healing and empowerment. TIC also helps individuals address issues of trust and behavior when family and other relationships are in disrepair.

Community Building promotes safety, trust, healing, empowerment, choice and collaboration—the very same goals embraced by trauma-informed care environments. Community Building's focus on group interactions and the formation of a genuine community supports the inclusive, client-driven culture defined by trauma-informed practices.

I have found Community Building to be an experience that can offer an opportunity to learn what it means to be individuals in the deepest part of ourselves and, at the same time, to encourage and inform what it means to be a responsible member of the various societies, groups or families to which we belong. It's been invaluable.

—Kyle Lehning, multiple Grammy award-winning record producer

Conclusions

Government and community leaders are searching for cost-effective ways to improve the health, self-sufficiency and independence of youth, families and adults. Community Building can make a difference.

Community Building is a highly experiential process that helps participants remove barriers to communication and unlearn unproductive attitudes and behaviors.

Community Building is highly consistent with evidence-based practices.

Government, nonprofit and community leaders find value in Community Building's ability to significantly enhance the quality, efficiency and outcomes of a broad range of existing social service and criminal justice programs. Community Building impacts numerous success factors that are difficult or unrealistic for traditional curricula-based programs to address.

Specific benefits of Community Building include:

- Targets criminogenic factors and other unproductive attitudes and behaviors
- Creates highly effective learning environments
- Provides opportunities for participants to practice healthy behaviors and pro-social skills (problem solving, anger management, self-control, empathy, etc.)
- Provides opportunities for healing of trauma and other underlying issues in the context of current behaviors and circumstances
- Encourages participants to solve their own problems
- Removes obstacles to effective communication and healthy relationships
- Helps participants let go of judgments of self and others, tolerate ambiguity, deal with difficult issues and embrace change
- Promotes understanding of group process and one's role in its development

Training local facilitators is a cost-effective strategy to sustain the impact of Community Building services.

Community Building Institute Facilitator Training and Certification Program

I have experienced the power and potential of Community Building after participating in a workshop with CBI's Ed Groody. His supportive facilitating style was able to shift the group to much deeper levels of relationships and create bonds that have had a lasting impact on my life. I recommend the Community Building Workshop to anyone who is searching for authenticity in their lives and success in their organization or business.

—John Pehrson, product manager, DuPont

In order to sustain the benefits associated with Community Building over time, community leaders must develop local facilitation capacity. Otherwise, the cost of external facilitation and consultation quickly becomes prohibitive, especially with today's shrinking budgets. By investing in quality Community Building facilitator training, state and local governments can develop a local network of facilitators to sustain Community Building services over the long term.

Designed to teach nonprofit, community and government agency staff to facilitate Community Building Workshops with juveniles, families and adults in criminal justice and social service programs, the Community Building Institute's facilitator-training program offers a comprehensive approach that instills Community Building principles, skills and methods.

The training program is designed to teach how to facilitate Community Building and how to integrate Community Building into existing programs and initiatives. It combines participants' wisdom and knowledge of their respective fields, programs and target populations with the expertise of seasoned Community Building trainers. These trainers have extensive backgrounds in criminal justice and social service, enabling them to help trainees implement Community Building Workshops in a broad range of programs and settings.

The program begins with a three-day Community Building Workshop that provides an opportunity to experience the process and benefits of Community Building. This is followed by a four- to five-day Training Intensive that combines educational and experiential sessions to teach Community Building principles, skills and methods.

The program includes:

- Assessment of individual readiness for facilitation
- Team/cohort groups
- In-depth training manual with tools, methods and exercises
- Skill-building exercises
- Supervised practicum to integrate Community Building into participants' respective agency programs and services
- Evaluation and metrics to evaluate the impact of Community Building on program outcomes
- Opportunities to attend CBWs as participant, shadow facilitator and co-facilitator
- Extensive one-on-one feedback, coaching and mentoring
- Formal certification, eligibility to attend advanced training and potential for train-the-trainer certification

7-Step Training Program

1. Attend Community Building Workshop
2. 3- to 5-Day Training Intensive
3. Team Practicum
4. Shadow Facilitation
5. Co-Facilitation
6. Assessment/Mentoring as Needed
7. Certification/Advanced Training Options

Program Advantages of the Community Building Institute (CBI)

Workshops and training programs offered by the Community Building Institute (CBI) are consistent with the requirements and descriptions in this paper. A few key advantages include:

Shadowing and co-facilitation: An essential component of the Community Building facilitator-training program is to have trainers shadow and co-facilitate live CBWs with target populations.

One-on-one feedback, coaching and mentoring: Constructive criticism and encouragement provide personalized attention that new facilitators need and desire to feel prepared to handle workshops on their own.

Collaborative approach: No one needs another consultant from out of town telling them how to run their programs. CBI uses the knowledge, wisdom and experience of training program participants. CBI is committed to living the values and principles of Community Building. Rather than direct or “teach to” participants, CBI trainers work with participants to develop their facilitation skills and integrate Community Building in a way that meets the unique needs and challenges of their programs.

Experience in nonprofits, government, criminal justice, family and social services: CBI staff have extensive experience working in and consulting with targeted organizations and populations. CBI staff members have experience with criminal justice and social service programs and understand the challenges that government, community and nonprofit organizations face on a daily basis.

Pioneers and leaders: CBI staff members are pioneers and leaders in this field. They trained and worked directly with Dr. Peck and were some of the original staff of his Foundation for Community Encouragement.

Results-oriented: CBI is committed to delivering results and builds the measurement of outcomes into every step of the process.

Local presence, knowledge and experience: CBI partners with local agencies to promote the benefits of Community Building. Wisconsin Community Services is the local partner organization for CBI in Wisconsin and coordinates all local initiatives. WCS has a long-standing reputation for its quality services, experience and commitment to serving the needs of youth, families and adults in greater Milwaukee and Wisconsin. WCS advocates for justice and community safety, providing innovative opportunities for individuals to overcome adversity.

There is a yearning in the heart for peace. Because of the wounds and rejections we have received in past relationships, we are frightened by the risks. In our fear, we discount the dream of authentic community as merely visionary. But there are ways by which people can come back together, by which the old wounds can be healed . . .

Community Building provides an opportunity to learn these methods, to make hope real again and to make the vision actually manifest in a world which has almost forgotten the glory of what it means to be human.

—M. Scott Peck, MD

About Wisconsin Community Services (WCS)

For 100 years, WCS has been serving individuals who are involved in, or at risk of becoming involved in, the criminal justice system, as well as other vulnerable and disenfranchised community members. Through its mission to “advocate for justice and community safety, providing innovative opportunities for individuals to overcome adversity”—it continues to be an agent of positive change for many thousands of people, and to make meaningful strides toward “revitalized communities.”

To find out more about Community Building and how you or your organization can participate in Community Building workshops and events here in Wisconsin, including our Community Building facilitator training initiative, please call or email:

Clarence Johnson

Wisconsin Community Services
414-213-0712
cjohnson@wiscs.org

Shawn Smith

Wisconsin Community Services
414-290-0409
ssmith@wiscs.org

About the Community Building Institute (CBI)

CBI is headquartered in Knoxville, TN and offers Community Building Workshops and events, consultation and facilitator training worldwide. CBI provides free introductory talks and workshops to qualified community, government, and nonprofit organizations.

To find out more about Community Building and how you or your organization can participate in or sponsor Community Building workshops and events, facilitator training or an introductory talk, please call or email:

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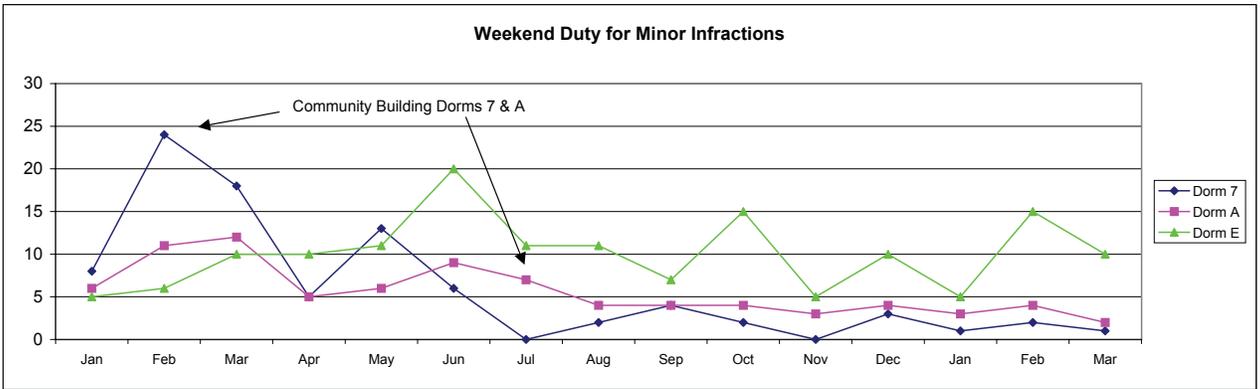
www.CommunityBuilding.com

APPENDIX A: How Community Building Impacts Infractions in Prisons

Dixon Correctional Institute, Louisiana Tulane University Study

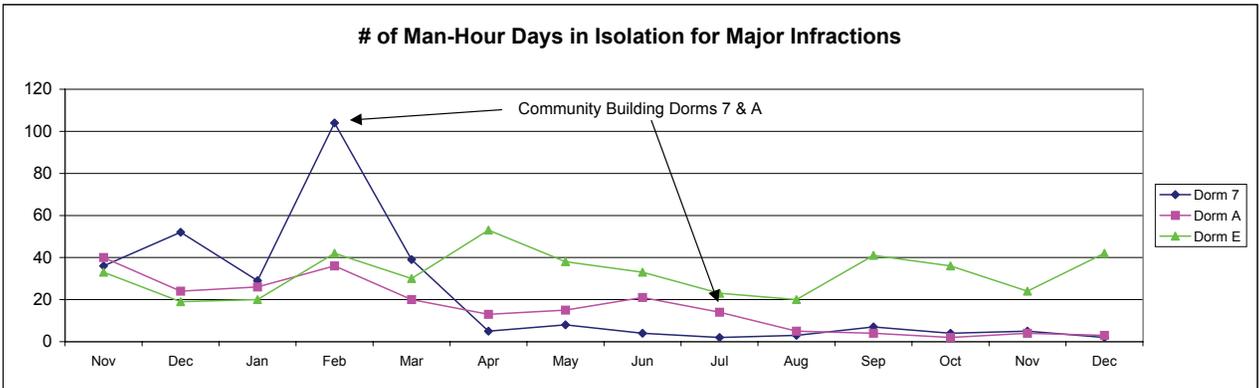
Weekend Duty for Minor Infractions

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Dorm 7 | 8 | 24 | 18 | 5 | 13 | 6 | 0 | 2 | 4 | 2 | 0 | 3 | 1 | 2 | 1 |
| Dorm A | 6 | 11 | 12 | 5 | 6 | 9 | 7 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 2 |
| Dorm E | 5 | 6 | 10 | 10 | 11 | 20 | 11 | 11 | 7 | 15 | 5 | 10 | 5 | 15 | 10 |



of days in Isolation for Major Infractions

| | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Dorm 7 | 36 | 52 | 29 | 104 | 39 | 5 | 8 | 4 | 2 | 3 | 7 | 4 | 5 | 2 |
| Dorm A | 40 | 24 | 26 | 36 | 20 | 13 | 15 | 21 | 14 | 5 | 4 | 2 | 4 | 3 |
| Dorm E | 33 | 19 | 20 | 42 | 30 | 53 | 38 | 33 | 23 | 20 | 41 | 36 | 24 | 42 |



Dorm 7 had 2-day community building workshop in **February** & then follow on sessions.
 Dorm A had 2-day community building workshop in **July** & then follow on sessions.
 Dorm E, randomly selected, had no community building workshop.

APPENDIX B: Practical Applications of Community Building

Community Building was developed by the late M. Scott Peck M.D. renowned psychiatrist and author of *The Road Less Traveled*. Practitioners have evolved the original Community Building model and process over the past twenty years, improving its effectiveness and adapting it for practical uses in a variety of settings.

The longest surviving projects have focused on prisoner reentry and include Project Return in New Orleans (1993–2005; ended due to Hurricane Katrina), Chattanooga Endeavors in Chattanooga (1999–present) and Heart Stream Education in Seattle (2003–2010). All three programs have achieved impressive results in reducing recidivism when combining Community Building with other proven approaches.

Long-term projects have successfully used Community Building to create a more effective learning environment toward a particular goal. Projects have addressed topics such as

- Violence prevention and reduction
- Substance abuse
- Inter-ethnic conflict resolution
- Revitalization of rural communities
- Productivity and teamwork
- Change management
- Strategy and Vision alignment and implementation in the workplace
- Neighborhood planning
- Interreligious and intercultural communication
- Labor-management negotiation
- Program planning
- Intra-agency cooperation
- Empowerment of towns to deal with poverty issues
- Empowerment of academic departments
- Minority and racial relations

Many Community Building projects were conducted by Peck’s Foundation for Community Encouragement (1984–2004). More recently, Ed Groody & Associates, Inc. (2001–present), an organization-development consulting firm, has used Community Building in leadership development, team building and change-management engagements in a variety of settings. The model has been used internationally with projects in Mexico, Taiwan, Moscow, Great Britain, Australia, South Africa, Asia and India. Projects and organizations using Community Building have included:

- Covenant Health System
- Methodist Medical Center
- Dalen Products
- Shawano Health System
- NUVO cable network

-
- University of Tennessee MBA program
 - Covenant Homecare
 - Minnesota Sufi Community
 - Stanford University Graduate School of Business
 - Montana Association of Churches,
 - U.S. Department of Energy
 - The World Business Academy
 - Montgomery County (Maryland) Department of Family Resources
 - NUTRASWEET
 - Lilly Endowment
 - Federal Bureau of Prisons
 - Louisiana Department of Corrections
 - March of Dimes (North Carolina)
 - Young Life Ministries (Denver)
 - Neighborhood Network (Chattanooga)
 - Churches and religious organizations of many faiths
 - And many others

APPENDIX C: Stages of Community Building Comparison Charts

| Group Dynamic | Pseudo Community | Chaos | Emptying | Community |
|-----------------------------|------------------------------------|----------------------------------|--------------------------------------|--|
| Dominant metaphor | Ignore elephants | Finger-pointing | Unknotting | Focused family |
| Dominant pronoun | We | You | I | Us: I and We |
| Focus of attention | Similarities | Differences | Self-reflection | Synergy through differences |
| Key words | Task-oriented Formal | Chaotic Blaming | Letting go Unlearning | Trust Respect |
| Communication | Superficial Polite | Confrontational | Risking | Authentic Open |
| Nature of conflict | Avoidance | Polarities | Letting go | Graceful |
| Inclusivity | Low-high | Low | Medium | High |
| Group cohesiveness | High-low | Low | Low | High |
| Leadership | Position-based | Individual control | Individual risk | Shared |
| Decision making | Hierarchical | Political | Intuitive | Consensual |
| Information transfer | Withholding | No listening | Break norms | Active listening |
| Constructive | Short-term efficiency | Seeds of creativity | Overcoming obstacles | Quality Ownership Problem solving |
| Destructive | Information withheld Low morale | No problem solving Low morale | Poor time to make group decisions | Over-emphasis on process interferes with completing task |

Source: Community Building Institute © 2001 Ed Groody & Associates, Inc. All rights reserved.

APPENDIX C, continued:
Stages of the Community Building Comparison Charts



| Pseudo-community | Chaos | Emptying | Community |
|--|---|---|--|
| <ul style="list-style-type: none"> • Focus On Similarities • Polite, Nice • Withholding Information • Avoidance of Conflict • Hidden Issues • Look to Others to Lead • Task-oriented/Productive | <ul style="list-style-type: none"> • Differences • Confusion • No listening, • Polarities, Preaching, Fixing • Control, Judging • Seeds of Creativity | <ul style="list-style-type: none"> • Self-reflection • Risking • Breaking norms • Letting Go • Choosing • Unlearning • Discovery | <ul style="list-style-type: none"> • Differences Respected • Authenticity • Listening • Graceful Conflict • Healing • Shared Leadership • Problem-Solving |

APPENDIX D: Uniqueness and Origins of Community Building

Dr. Peck's model for Community Building was based heavily on Wilfred Bion's group development theory and Tavistock method; it also incorporated elements from other group development models, sensitivity groups, twelve-step groups and various meeting and consensus-building practices.

The unique and distinguishing characteristic of Community Building is the introduction of a new group development stage, which Peck called emptiness. According to Peck, the only way a group can become something more than the sum of its parts—and reach its goal of becoming a true community—is “into and through emptiness”. Because most groups typically resist this stage, Peck devised a process that guides members directly toward an experience of emptiness.

Emptiness is a difficult concept to convey. Referred to by mystics and religious scholars of many traditions, it involves first noticing hidden personal and group fears, assumptions, expectations and concerns. Participants then let go or “empty” themselves of fears, wounds, arrogance, pride, resentments, judgments and expectations of self and others. Instead group members consciously choose to risk being seen and supported by the other members of the group as well as seeing, accepting and supporting others. Participants discover what needs to be emptied through group interaction and guidance from facilitators. Emptying involves risk, vulnerability, authenticity and dealing with difficult issues. During the Community Building process, participants learn about and practice the principles and skills necessary for emptiness to occur, and how they might apply these skills to their family, work and personal relationships.

Dr. Peck describes how he came to develop the Community Building process:

The history of my form of community building “technology” begins in 1981 when I led a one day workshop on “spiritual growth” for sixty people from the DC area under the auspices of Washington University. Almost by accident the participants dramatically became a true “community” within but a few hours. It seemed like a miracle. Over the next three years I used every workshop I was asked to conduct as a laboratory to discover whether there were rules whereby I could make that “miracle” a routinely repetitive phenomenon. I discovered there were such rules by which I could lead unusually large groups into community in an unusually short time in comparison to similar work attempted by such organizations as The National Training Laboratories (NTL) or the Tavistock Institute....I cannot take any personal credit for inventing these rules. They were invented by hundreds, even thousands, of other people not only during the course of the 20th century but over several millennia. The rules come from such diverse sources as Christian and Buddhist monasticism, the use of silence and consensus as developed by the Quakers, the so-called “Tavistock Model” as developed by the British psychiatrist Wilfred Bion during the course of World War II, and the insights of modern management consultants, etc. All I did was to combine such methods into the system of rules I call a technology. It is not a simple system, however, and the rules are many. Some of them are most explicit and some rather implicit. As such, the system or technology actually comprises a culture. Culture is generally defined as the system of rules or “norms”, explicit and implicit, by which groups as small as marriages and as large as nations function. The culture of community can also be referred to as a culture of civility. Almost all of its rules are the rules of and for civility.