Identifying the organizational changes taking place in Somali community-based organization (CBO) in response to new patterns of immigration: Implications for Adult Community Education

A DISSERTATION SUBMITTED TO THE FACULTY OF GRADUATE SCHOOL OF THE UNIVERSITY OF MINNESOTA BY

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In the prudence of life, someone studies the dynamics of "growth and change" and makes you think about the dialectics of development. To study development we must understand change. So what is a change? As a noun, it is transformation, amendment, modification, alteration, etc or as a verb, it is convert, exchange, replace, substitute, convert, alter, modify, revolutionize, loose change or coins, etc and it is the paradox of life that it takes a Nomad to study growth, changes and development within the context of community organization. So who is a Nomad? A wonderer, traveler, drifter, or migrant or one constantly on the move and thus a change agent! As a change agent – I think and wonder who we really are while focusing on our experiences.

This dissertation would not have been possible without support. I am grateful for the support I have received from extraordinary and unique individuals. I would like to thank Dr. Rosemarie J. Park, my advisor, for being my mentor and committed academic campus guide. I am also indebted to Dr. Gary McLean, for having confidence in me and providing me with valuable insights. I owe special thanks to my other committee members: Dr. Gerald Fry, Dr. Shari Peterson and Dr. James M. Brown for the great interest, critic, encouragement and support that led to this final report.

Finally, I would like to thank my entire family for the support, patience and understanding that made it possible for me to school and complete this journey. Particularly, my two sons stand out tall among all as having sacrifices the quality time I could spend with them. As a single immigrant father, I consciously made the decision to provide for you and not raise you on Public assistance. I know I was not there for you when you needed me most! But I was laying the foundation for you to grow and develop in this great nation of unlimited opportunities. I trust you will manage and be useful to our great society.

Several friends have made it possible for me to arrive at this stage. Robert Webber, immigration Attorney, for being stanch, resolute, untiring, and unwavering true friend and for introducing me to Minnesota’s business, politics, and government. Dr. Heather Britt thanks for pushing me forward with long and deep conversation. Dr. Agnes Odinga for your dedication, devotion and ensuring my perspective is natured and developed. Musse Salah for bringing to my attention the opportunities at the University of Minnesota and for sharing with me all the “ups” and “downs” and for absorbing my frustration. Hosea Ojwang for your friendship and for providing me with meaningful insights during my life and career in Minnesota. There are many of you out there who supported me in one way or another, and to all of you I say thank you very much in my special majestic and noble Nomadic style.
DEDICATION

This work is dedicated to my two sons
Warsam and Samatar Osman
ABSTRACT

This dissertation focuses on changes in the organizational development of community-based organizations (CBOs) within the context of new patterns of immigration, in the United States. Organizational development is considered within the context of dialects of growth, change and transformation of communities in transition. The primary goal of this investigation was to examine how and why Somali community-based organizations are established, how they grow, manage change, the challenges they face and the strategies they adopt to circumvent them. A secondary and related objective was to explore the relationship between managers’ education and community culture on the success of Somali nonprofit organizations. The study was guided by three general questions: (1) what are the pressing challenges facing new immigrants' nonprofit organizations? (2) What are the emerging challenges that could have a major impact on their development? (3) What issues, not now being discussed, could emerge and potentially revolutionize new immigrant nonprofit organizations? In order to answer these questions a case study emerged as an appropriate methodology to guide my research because the case study method has the capacity to accommodate a variety of research techniques. This study found that running and managing organizations require leadership, expertise and resources. The dynamics of economic and political relations have implications for the powerless. While growth is evident, this growth is organic and does not transcend its ethnic leanings. There is duplication of services and competition for resources. Culture and religion has an impact in the work of Somali community-based organizations. The relationship between managers’ education and the success of the organizations they serve was hard to quantify because of the subjectivity of measures of success.
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Chapter 1:
Introduction, Purpose and Importance

Introduction

This study examines the establishment, development, growth and expansion of Somali community-based organizations in Minnesota. It also explores organizational development problems including changes and restructuring that occur within Somali community organizations in response to new patterns of migrations and emerging diverse social needs of Somali immigrants. These organizations proliferated within the last two decades as many Somalis escaped political turmoil in North East Africa to find refuge in the United States of America.

Historical Background/Context

Throughout its history, the United States has served as a destination point for immigrants. After a lapse of half a century, the country has again become a country of immigration. Similarities between the “new” immigrants and the “old” immigrants -- at the turn of the century and after the Second World War -- include the predominantly urban destinations of most newcomers, their concentration in a few port cities, and their willingness to
accept the lowest paid jobs. Their differences are that the “old” immigrants were overwhelmingly European in origin, but the current newcomers are largely nonwhite or non-European and come from economically underdeveloped or poor countries (U.S. Census Bureau at: http://www.census.gov/popest/datasets.html).

The large waves of immigrants that came to America in the 19th century between the 1820s and the 1880s were mostly of German, Irish, English, and Dutch descent (Ernst 1994; Ward 1989). These groups developed a number of voluntary and philanthropic aid societies to provide services to their immigrant populations. Ernst (1994) describes how “the mutual aid society provided benefits to its members and paid the funeral expenses of those who died.” He suggests that there was an inherent tension within some organizations between their functions as preservers of the cultural heritage and traditions from the countries of origin and their role as facilitators of cultural and socio-economic adaptation and incorporation into North American society. Ernst (1994) adds that:

“genuine immigrants, planning to spend their entire lives in the United States, were more deeply concerned about their everyday existence, the welfare of their families, and the future of their children in the new world of opportunity. To satisfy their social and material needs, they founded a wide variety of institutions forming an intricate pattern of group activities which eased the adjustment of Europeans to American conditions” (p.124).

In the late 19th and early part of the 20th century there were significant changes in the ethnic and national origin composition of the population in cities
and, particularly, in what came to be known as “ghettos” or “slums” in New York and other big cities. The immigrants that came during the 1880s, and lasted until around 1915, involved a significant change in the sources of immigration from Northern Europeans to Italians, Jews, and others from various parts of Eastern and Southern Europe (Foner 2000). Much like many immigrants today, these “New Arrivals” of the early 20th century were considered by many old-timers to be of inferior socio-cultural stock, more difficult to Americanize, and were perceived as a threat to the strength and unity of the nation (Lissak, 1989). These perceptions, in combination with a significant decline in immigration after the Economic Depression\(^1\) of 1930s and early 1940s, led to an unprecedented drive towards “Americanization” where many immigrant civic associations were involved in facilitating and encouraging this process. While in most cases retaining ties to the cultures of origin was seen as important, the kinds of ties that existed between immigrant communities and their countries of origin varied significantly especially in the case of refugees. Census Bureau at:

http://www.census.gov/popest/datasets.html)

In the last quarter of 19th century a good number of immigrants were from Southeast Asia, predominately from Vietnam, Cambodia, and Laos. The

\(^1\) As the Unites States slumped into a widespread economic depression, many businesses and banks failed or struggled to stay in operation. Many homeowners lost their jobs, forcing them to default on mortgage payments and taxes. Local governments felt the financial impact of these circumstances.
Vietnamese comprised the largest population of Southeast Asian refugees to have settled in the United States. Conditions in the southern portion of the newly reunified Vietnam worsened in the late 1970s, and there also was a drive by the new government to rid the country of its Chinese merchant class. As a result, thousands of Vietnamese and Sino-Vietnamese sought to escape from the country – the so called “boat people”. In addition to the merchant Chinese, these included many Vietnamese farmers and fishermen and their families. The successful ones reached refugee camps in Thailand, Malaysia, Indonesia, the Philippines, and Hong Kong. From those camps, many were admitted to the United States and other "third countries".

During the later years of U.S. involvement in Vietnam, the United States and South Vietnamese military sought to cut off community military supply routes in Cambodia and Laos. When American involvement in Southeast Asia waned, and in 1975 the United States supported Lan Nol government collapsed, a communist force called the Khmer Rouge swept through the country and seized its government\(^2\) and imposed what became popularly known as the "killing fields." As the war continued, an international response led to the opening of several refugee camps within Thailand for Cambodian refugees. Between 1978 and 1993, Cambodian refugees were admitted to the US, Australia, 

France, Canada, and several other countries. The US admissions program for Cambodians largely concluded in 1985, and only small numbers – displaced people vs. refugees have entered the country since then.

Like Vietnam and Cambodia, Laos was once part of the French colony known as Indochina. Laos is a small country, but with great ethnic diversity, including 131 distinct ethnic groups and sub-groups. Many Hmong, Mien, Khmu, Tai Dam, and Lao (sometimes called "Lowland Lao") arrived in the United States as refugees. Of those, the Hmong and Lao have the largest populations in this country³.

Laos was a pawn in the murky politics of Southeast Asia after the defeat of the French on the Lao-Vietnamese border in 1953. A civil war raged, and the U.S. in particular provided both economic and military support to Hmong fighters in the north in what has since been called the "Secret War." In 1975, when communists took control, some Hmong remained to continue the fight, however, but it was not until 1978 that the back of their resistance was broken by government troops. As a result thousands of Lao and Hmong crossed the Mekong River into Thailand, where refugee camps were set up. The case for Hmong was especially compelling because the U.S. had reportedly promised that if Lao were lost to the communists, the United States would provide them

with any assistance they would need. This migration into Thailand continued steadily for many years, despite protests by the host country, Thailand, that many were "economic migrants" and not true refugees. Initially, U.S. acceptance of the Lao and Hmong as refugees was substantial, but in recent years the numbers have dwindled.

The close of last century may be considered the turn of African immigrants. However, the story of African immigration is unique among immigrant groups, just as the African experience in America has been uniquely central to the course of American life. There are several phases of African migration to the United States. Unlike other immigrants, most Africans came to North America from the 18th century against their will, caught up in a brutal system of human exploitation - slavery. The treatment they and their descendents endured in the United States was of a harshness seldom surpassed in recent human history, and their role in U.S. society was contested with a ferocity that nearly tore the nation apart in the 20th century. According to Migration Information Source Website “African immigrants made up 3.7 percent of all immigrants in 2007”. The website further states that;

*In 1960, African immigrants composed 0.4 percent of all foreign born in the United States. That share increased to 1.4 percent in 1980 and to 1.8 percent in 1990. African immigrants' share increased dramatically to 2.8 percent in 2000 and 3.7 percent in 2007 (see Table 1-1).*
Total and African Foreign-Born Populations, 1960 to 2007

Table 1-1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Foreign born</th>
<th>African born</th>
<th>Share of all foreign born</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>9,738,091</td>
<td>35,355</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>9,619,302</td>
<td>80,143</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>14,079,906</td>
<td>199,723</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>19,797,316</td>
<td>363,819</td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>31,107,889</td>
<td>881,300</td>
<td>2.8%</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>38,059,555</td>
<td>1,419,317</td>
<td>3.7%</td>
<td></td>
</tr>
</tbody>
</table>


The above table is from Migration Information Source website:

[http://www.migrationinformation.org/USfocus/display.cfm?id=719](http://www.migrationinformation.org/USfocus/display.cfm?id=719)

accessed on 03/07/2009.

Within the last 43 years the influx of African immigrants to the United States has been phenomenal. According to figures from the United States Citizenship and Immigration and Services (USCIS), the number of African immigrants to the United States more than quadrupled in the last two decades; from 109,733 between 1961 and 1980 to 531,832 between 1981 and 2000. According to Migration Information Source website there are 1,419,317 African-
born in United States in 2007. These new immigrants can be found in major metropolitan areas in states like New York, Texas, Georgia, Illinois, Maryland, Minnesota, and California, as well as in small towns in Idaho, Iowa and Maine. Even states like North and South Dakota barely present in the minds of many African immigrants to the United States in the 1960s and 70s have become home to many Africans. For instance, South Dakota experienced an increase in the number of African immigrants from 210 in the 1990s to 1,560 in 20004. Similarly, Tacoma, Washington saw an increase of more than 800 percent in the number of immigrants from sub-Saharan Africa from 202 in the 1990s to 1,802 in 20025.

Unlike their counterparts in the 1960s and 70s whose aspirations was to return to their respective countries with an American education and the skills necessary for the task of nation-building, many of the immigrants in the last two decades are more interested in settling in United States and building a comfortable life for themselves and their families. Now, more than 35 million Americans claim African ancestry and the number of African immigrants to the

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4 Medrano N. L., "Immigration: Africans Find They Have Everything Here'; Minnesota Has Become a Migratory Hub for Some groups" Star Tribune, June 4, 2002.

U.S. increases every year since the late 1980s. The story of African immigration is a long one, but its newest chapters are still being written today.

According to Migration Information Sources website,

The number of African immigrants in the United States grew 40-fold between 1960 and 2007, from 35,355 to 1.4 million. Most of this growth has taken place since 1990. Compared to other immigrants, the African born tend to be highly educated and speak English well. However, they are also more likely not to be naturalized US citizens than other immigrants. The top individual countries of origin of the African born are Nigeria, Egypt, and Ethiopia. In the United States, Africans are concentrated in New York, California, Texas, Maryland, and Virginia. (See http://www.migrationinformation.org)

Today's immigrants and refugees arrive from all parts of the world. The current phase of immigration history began in 1965, when strict quotas based on nationality were eliminated. In 1978, the United States government set a single annual world quota of 290,000, and this ceiling was raised again in 1990 to 700,000. During the 1990s, immigrants have arrived at a pace that at times has exceeded one million new arrivals per year, and have settled in all parts of the country. These national trends are similar to patterns of immigration in Minnesota, the site of this study.

History and Demographics of Somalis in Minnesota

United States history is one of migration. While understanding motives, patterns and process of migrations is significant, much more insightful is understanding how immigrant communities adjust and settle in the United
States. While many struggle to fit within the mainstream society and culture, much more depends on community based organization as vehicles for acculturation, social services, settlement and in many ways metaphorically as the “go” between immigrants and existing communities and institutions in the United States.

Research Problem

Organizational Development (referred to as OD) as a subject of scholarly discourse and as a system practiced and implemented by institutions within and outside the United States has been studied extensively. While there are many aspects of this discourse and practice, I will narrow my discussion on the writing and research on community based organizations. Within the last decade, numerous research studies have been carried out on historical evolution of CBOs. Other studies have examined main stream non-profit organizations in communities, while others have focused on the challenges expressed by small, medium and large non-profit community based organizations. All these studies and research facilitate understanding of their role and importance in society.

Recent migration trends and patterns in the United States and in particular in Minnesota with large migrants from North East Africa, raise

fundamental questions about a) the impact these migration trends and
patterns have on CBOs functions, structure and service provision and delivery.
In other words, to what extent are these migration trends transforming
organizations that existed before this new wave of migration and after
migration?  b) what implications if any, do these emerging developments in
philanthropy and organizational development have on adult education?  c)
due to the uniqueness of CBOs that serve immigrants, especially those founded
by Somali immigrants to serve the needs of North Eastern African refuges and
immigrants, what lessons are there for understanding organizational
development theory and practice? Are there convergences and divergences in
the ways in which Somali community organizations and mainstream
community organizations operate or do business?  Most Somali community
based organizations have unique challenges. They operate in the United States
but sometimes are forced to conform to cultural norms of those they serve.
Many immigrants from Somali and Africa in general, have unique cultural
ethnic, religious and regional differences. To serve them effectively these
organizations have to be cognizant of these particularities. Fundamental to this
dissertation is how these practices are challenging organizational development
practices and theory. There are numerous studies on community organizations
development, but none has examined the place and role of Somali community
organization in Minnesota.
Qualifications of the researcher

This study is also inspired by my own background as an immigrant of Somali descent and as someone who has experience, knowledge and interest in community initiatives. As a product of both nomadic setting and modern society, I have faced challenges and overcame obstacles in the process of seeking education and preparing to become an engaged community researcher. My interest in this study is thus both personal and intellectual. As a curious nomadic child, I was challenged earlier on in life with mathematical questions – particularly when calculating relative velocity or speed of an airplane, train, and a person walking inside the train. I was an excellent student in math but it was very difficult to imagine a train. Of course there was no train in my semi-desert homeland, where the savanna stretches as far as the eye can see. The old textbooks from the previous colonial power and untrained teachers did not help much. Curiosity and thirst for education leading to long hours of reading, researching different textbooks, looking up for the meaning of a train, and inquiring about it helped me develop interest in research.

I have always been drawn to inquiry and conquering new frontiers beginning from moving from a nomadic family to a primary boarding school and onwards to a dualistic modern city with majestic new buildings. As a product of a marginalized population, the intense challenges ranged from extreme poverty to social isolation that forced me to search for answers
through the process of cooperation and adaptation that occurs in a situation of underdevelopment. Communication, compromise, cooperation and flexibility are critical elements to the success of both in a nomadic community and survival in modern society.

My work with community-based organizations is focused on bridging nomadic and mainstream cultures and mobilizing the social capital of immigrant community. I have initiated several health and socio-economic development projects within African refugee community. I am now working to apply lessons and principles from academic research to enhance the social capital of new Americans. Transitioning from nomadic life in semi-desert Somalia to the freezing Minnesota winter, I am part of a community of displaced nomads with transitioning social capital, as well as a facilitator of the social transformation of this community. Stuck in transition between different socio-economic systems, situations, relationships, and identities, like my fellow nomads, I am caught in a semi-permanent condition of transitionality. I view transition as the natural process of disorientation and reorientation marking the turning point towards growth.

My research work is thus the culmination of several years of coursework in interdisciplinary studies, research, and participation in local and international conferences and involvement in community development in different capacity. I have also gained from both personal displacement,
experience in a refugee camp and social marginalization in the process of resettlement. Previous academic experiences that have prepared me for this study include coursework in adult education, philosophy, political economy, human development, interdisciplinary studies, courses in research and development of community-based organization in Africa and United States of America.

I have worked in health disparity research since 2003 when I got involved with “Disparities and Barriers to Utilization among Minnesota Health Care Program Enrollees”. In the last six years I have been conducting community-based research that benefits African immigrants and refugees. An example of this research work at New Americans Community Services (NACS) includes participation in the Eliminating Health Disparities, Participatory Research Partnership (2003 to 2005), as well as participation in a collaborative study with community-based organizations and the University of Minnesota to investigate barriers faced by communities of color who participate in Minnesota Health Care Programs (2003). In 2004, I was involved in “Rapid Assessment, Response, and Evaluation (RARE) Project” and “Health Indicators” study as a member of Minnesota Participatory Research Partnership and in 2004-05. I was the chairman of the “Ramsey County East African Task Force”. I am currently engaged in an effort to assess the undercount of African immigrants and
refugees from the 2000 US Census, complete a needs assessment with the community, and formally establishing the African Research Network.

I have some experience in community-based participatory fieldwork and understand and speak three East African languages and English proficiently. I have been training on focus group, cultural expert interviews, observation, mapping, street intercept surveys, cultural consensus assessment, mapping focus groups, freelists, data management, and participatory research at the University of Minnesota.

Purpose

My dissertation research focuses on case studies of Somali Community based organizations (hereinafter referred to as SCBO). I examine how Somali Community Based organizations in Minnesota particularly in the Twin Cities form and maintain growth, develop and manage change. According to estimates within the demographic community, there are 25,000 Somali immigrants and refugees who have settled in Minnesota (http://www.demography.state.mn.us). Many of these individuals were forced to leave Somalia for fear of death and uncertain political environment. Upon arrival in Minnesota, they often find themselves isolated and unable to function effectively as a result of the different social-cultural contexts. This has led to the proliferation of ethnic based Community Based Organizations
(herein after referred to as CBOs) to addresses their needs but also to mediate service provision and within U.S institutional establishments. But, many of these organizations, often founded with little knowledge about the environment in which they seek to operate find themselves compelled to close down after a few short years of operation. And in circumstances where they continue to operate, they do so with very minimal technical organization development knowledge, financial management skills, human capital development and service delivery.

My dissertation examines this intricate web of CBOs how they are set up, grow and expand, manage change and operational structures and activities. It will also focus on examining structural service delivery and administrative changes in Somali Community-based organizations which cater for the needs of the “new” wave of immigrants especially those of Somali decent. This study provides insight into the field of Adult education and human resource development theory, practice and ethics. It discusses in detail circumstance that lead to founding and establishing a Somali Community organization, the challenges they face, how they manage change and challenges and most important the role they play in various communities. From a policy standpoint, it provides information beneficial to social service providers, funders, and government agencies. Those interested in comparative studies
and analysis, this study provides insight on Somali Community organization for such analysis.

**Research Question**

The basic research question for this work is: What impact does culture, experience, education and access to finance have on the development, structure, functions and success of Somali Community Based Organizations (SCBO)?

Below are supplementary questions addressing aspects of the research problem and question.

a) What is the role of SCBOs in Minnesota?

b) What are the implications and relevance of OD theory and practice in the establishment, development, growth and expansion of Somali Community organizations?

c) What are the pressing challenges facing new immigrants' nonprofit organizations?

d) What are the emerging challenges that could have a major impact on their development?

e) What are the implications of changing migration patterns and demographic changes in Minnesota on the development of Somali Community-Based Organizations and on their role as providers of human, health, and social service?"

f) What are the implications of new patterns of migration on theory and practice of organizational development?

g) What issues, not now being discussed, could emerge and potentially revolutionize new immigrant nonprofit organizations?
h) How are Somali Community Organizations different from mainstream non-profit organizations?

Method

In order to answer these questions a case study approach was selected. Among the qualitative research methods, case study emerged as an appropriate methodology to guide my research because the case study method has the capacity to accommodate a variety of research techniques. Its ability to accommodate one or a few information rich cases to study holistically; its flexibility to select cases suited the purposes of my study, its ability to allow me to investigate a contemporary phenomenon within its real life context (Yin, 2009); and its ability to help me carry out research within the defined boundaries related to the chosen phenomenon of the research are some of the advantages.

The defined boundaries of the cases of this research are that they are limited to Somali community-based organizations managers based in the Twin Cities and who are currently experiencing growth, change and development. It is also bounded by a single phenomenon – changes taking place in a community-based organization in response to new patterns of immigration and implications for adult community education. Creswell (1998), states that:

Case study is an exploration of a bounded system or a case (or multiple cases) over time through in-depth data collection involving multiple sources of information rich in context (p. 61) --- This method can include

It has been argued that case study is not necessarily representative. “Case studies are not usually intended to be representative, but the basis for selection and for omission is still needed for assessment of the evidence by readers” (Shipman, 1997, p. 63). Even a researcher can study a single case holistically to find out what the researcher wants. Case studies can have profound theoretical implications. This method can generate new beginnings in theory or new branches of an existing theory. It can be both descriptive and exploratory (Yin, 1994).

The disadvantage of case study method is it lacks generalizability. Since my study is not concern about the generalizability and given the advantages discussed above, I selected case study method as it suited best for finding out the demonstrated competences when those community-based organizations managers employ in forming and sustaining changes taking place in their organizations.

In addition, there is complain that many studies use outsiders (etic) perspectives to study changes and human behavior and therefore, they do not bring up the hidden layers of the reality related to challenges of changes in community-based organizations. For example, Pike (1967), states that in general, studies focus on understanding human relationships and relevant
competences using outsider’s (etic) perspectives as they ignore insider’s (emic) perspectives that derived from anthropological linguistics. Pike (1967) extends this phenomenon to non-linguistic other complex human phenomenon. His idea is that because available studies use etic perspective that only covers the general construct for comparison purpose across human relations while emic perspective focuses on relationship specific aspects within community. By selecting qualitative case study method, I propose to explore emic perspective by carrying out an in-depth inquiry of the selected cases.

Because my research is to identify the organizational changes taking place in community-based organization (CBO) in responds to new patterns of immigration, it required an in-depth data collection to find hidden challenges of changes in community-based organizations. Therefore, my case study method was useful for generating and understanding of the competences that were helpful in initiating, forming, growing, and developing community-based organizations.

The selection of managers interviewed for this work as (Patton 2002) has argued was based on “purposeful sampling.” Purposeful sampling emphasizes selecting information rich cases to gain an in-depth understanding of a phenomenon. I selected organizations and managers to interview because they have a wealth of information based on their previous work. I interviewed eight managers for this study. Managers selected and interviewed were
required to have an ongoing management role in a community-based organization and the organization ought to have been operating continuously for at least three years or achieved meaningful success in the provision of social, education, economic and health services. Measurement of success is very subjective and dependent on what is being measured. In this study, success was evaluated and determined by the duration of operation and number of clients served over a given period. The researcher determined three years of continuously sustained operation as an adequate measurement of success. It is assumed that during those years, managers develop a close relationship with the organizations they work for and can provide thick descriptions texts regarding various stages and critical incidences and stages of the organizations development. The other criterion required managers or the organization to have partnered or collaborated with at least one or two organizations on projects/programs where they interacted closely and continue to maintain some working relationship.

Ability to communicate is critical to the success of every enterprise. While language is important and critical for the success of this research, I did not have to contend with these limitations. I am both fluent in English and languages spoken in East Africa including Somali and Swahili. To some extent this was not so much a factor in the decision regarding who to interview. Those who spoke and could only understand Somali language were
interviewed in Somali, and then that information was translated and transcribed for later use. The ability to speak and understand Somali language made it possible for the researcher and those interviewed to relate easily and ascribe meanings to some words, or issues that had no equivalent meaning in English.

I interviewed eight organizations managers to avoid redundancy of information. Another criterion was my research location, Twin Cities, and it was difficult to find well structured Somali community-based organizations managers who fitted into my criteria and the boundaries as there is limited number of community-based organizations delivering human and social services in formal structured setting.

Eight managers were interviewed face-to-face; the interviews were audiotaped with their permission and later transcribed. The interviews lasted between one and half to two hours and consisted of two parts. First participants were asked to relate a short story about their organization followed by semi-structured interview. Prior to data collection, approval for the study exemption was obtained from the Institution Review Board (IRB), University of Minnesota.

**Assumptions**

1. Culture, ethnicity, education and financial imperatives have significant impact on the establishment, development and growth of Somali Community organizations.
2. While organizations differ in their needs and goals, there are fundamental similarities such as access to finance which have a significant impact on communities they serve and the sustainability of the organization.

3. Educational background of managers and directors of Somali Community Organizations have a direct correlation on the organizations’ success.

4. OD theory and practices have only a minimal bearing in direct structures and practices of Somali Community organizations in Minnesota.

5. Somali Community organization practices and development have a direct implication on the practice of Adult education.

6. Somali Community organizations only serve a limited group of population (immigrants and refugees from North East Africa).

**Rationale /Significance of the Study**

Answers to the questions above illuminated not just the role and challenges facing Somali Community based organizations, they also revealed the intricacies of rigid OD theoretical models as structures or systems for understanding how community organizations, evolved, and confronted challenging situations.

This study makes a contribution to the growing literature on African Immigrant non-profit organizations. From a policy standpoint, it provides insight to policy makers on challenges facing immigrant communities to better understand ways to intervene. As stated earlier, this is unexplored scholarly
territory that provides foundation for future research. Moreover, my research reveals the necessity of understanding and identifying organizational changes in community-based organization in response to new patterns of immigration due to its implications for Adult Education Practice. Furthermore, significant organizational change occurs, for example, when an organization changes its overall strategy for success, adds or removes a major section or practice, and/or wants to change the very nature by which it operates. It also occurs when an organization evolves through various life cycles, just like people must successfully evolve through life cycles. For organizations to develop, they often must undergo significant change at various points in their development. That's why the topic of organizational change and development has become widespread in communications about business, organizations, leadership and management and such significant to understand.

Community-based organizations are increasingly seen as a vital ingredient in economic development around the world. Scores of studies of rural development have shown that a vigorous network of indigenous grassroots associations can be as essential to growth as physical investment, appropriate technology, or the balancing act of what Adam Smith called “the invisible hand” (Adam Smith, 1776). Political scientist Elinor Ostrom (2001) has explored why some cooperative efforts to manage common community goods like grazing land and water sources, succeed, while others fail. Irrespective of level of socio-cultural development, every community has
accumulated stocks of human resources development. The governmental interventions that neglect or does not recognize existing community’s human resource infrastructure can have serious negative impact in its developmental effort (Ostrom, 2001).

We are realizing that human resource capital, is also important in the development of advanced Western economies. Economic sociologist Mark Granovetter (2001) has pointed out that economic transactions like contracting or job searches are more efficient when they are embedded in community-based organizations. It is no accident that one of the pervasive stratagems of ambitious “yuppies” is "networking." Studies of highly efficient, highly flexible "industrial districts" (a term coined by Alfred Marshall, one of the founders of classical economics) emphasize networks of collaboration among workers and small entrepreneurs. Such concentrations of human capital, far from being paleo-industrial anachronisms, fuel ultra-modern industries from the high tech of Silicon Valley to the glamour of fashion shows.

Even in mainstream economics the so-called "new growth theory" pays more attention to social structure (the "externalities of human capital") than do conventional neoclassical models. Robert Lucas (1978), a founder of "rational expectations" economics, acknowledges "human capital accumulation is a fundamentally social activity, involving groups of people in a way that has no counterpart in the accumulation of physical capital." The community capital
approach can help us formulate new strategies for economic development.

For instance, proposals for strengthening market economies and democratic institutions in the formerly socialist countries of Eastern Europe center almost exclusively on deficiencies in financial and human capital - thus calling for loans and technical assistance from capitalist countries.

Historian S. Frederick Starr (2000), for example, has drawn attention to important fragments of civil society--from philanthropic agencies to chess clubs--that persist from Russia's "usable past." And yes, such community-based organizations provide especially valuable human capital when they cross ethnic or other cleavage lines.

Conversely, when considering the effects of economic reconversion on immigrant communities, we must weigh the risks of destroying their human capital (Ernst, 1994). Precisely because human capital is a public good, the costs of closing factories and destroying communities go beyond the personal trauma borne by individuals. Worse yet, some government programs themselves, such as urban renewal and public housing projects, have heedlessly ravaged existing social networks (Granovetter, 2001). The fact that these collective costs are not well measured by our current accounting schemes does not mean that they are not real. Shred enough of the social fabric and the result is disastrous for the economy. The salvation may be found in community-based organizations (Hagan & Baker, 1994).
Above all these, understanding the role of culture and the complexity of integrating culture into the practice of OD is what makes this study exceptional in regard to policy matters, theory and practice. The implication on Adult Education is critical to future Adult Education practice.

Limitations of the Study

This study has several limitations which are important to address. The study is based on a limited number of organizations through the use of case studies. These case studies were chosen based on criteria described in detail in chapter three. Eight out of 25 organizations can not claim to represent the diverse sample of Somali community organizations as such while the results are useful in enlightening about the nature, structures and development of Somali Community Based organization, the findings only apply to a minimal number of organizations.

The other major limitation of this study is bias embedded in data collection which the research had no control over. Interviews are mediated processes and while the researcher asks questions, the interviewee may privilege certain information that may shed him/her or the organization they work for in a positive light and in a way misrepresenting information.

The study was also limited to Community Based Organizations founded and managed by Somali Immigrants. It is imperative to mention that there are
many other organizations that serve individuals of Somali descent and others from North East Africa.

As a Somali Immigrant I may also have biases that may seem inherent in my presentation of my research findings. But while my background may be problematic, it is also the strength of this work. Not only do I understand and speak Somali and as such was able to communicate effectively with my interviewees, I have also worked extensively with community organizations in Minnesota.

**Definition of Terms**

a) **Community Based Non-Profit Organization**

Community-based organization has multiple meanings in disciplines and different contexts even within a specific population or group of people or residential area with similar vested interests that have established an agreement to work together in a structured manner to achieve common objectives. According to Kutledge (1998), a community may be everyone within a geographic location, such as a neighborhood, or an ethnic group or other segments of society. With dramatic increases in the number of new immigrant and refugee communities, it becomes imperative that the U.S. develop more ways to develop this new human resource and shorten the time it takes for integration into the mainstream culture and to enhance their quality of life. If
this is done in a timely and efficient manner, U.S ethics, politics, and economy will be positively affected by the development of this new group of U.S. Americans.

In this dissertation I have adopted and use the definition used by the U.S. Department of Education definition as follows:

"The term community-based organization' means a public or private nonprofit organization of demonstrated effectiveness that –

(A) is representative of a community or significant segments of a community; and

(B) provides educational or related services to individuals in the Community”.

b) Growth

The term growth refers to an increase in some quantity over time. The quantity can be physical (e.g., growth in height, growth in an amount of money) or abstract (e.g., a system becoming more complex, an organism becoming more mature). It can also refer to the mode of growth, i.e. numeric models for describing how much a particular quantity grows over time. For my purpose here I used the term in the context of organization growth which is the increase in value of the goods and services produced by an organization.

c) Development

The term development has meaning in several contexts. Development may mean evolution or progress. These nouns mean a progression from a
simpler or lower to a more advanced, mature, or complex form or stage: the development of an idea into reality; the evolution of a plant from a seed; attempts made to foster social progress. For my purpose here I used the term within the context of organization development.

d) Change

Fundamentally, the term change denotes the transition that occurs between one state and another. A stimulus or force causes change. For example, ice melts into water. The heating of the ice above 32 degrees Fahrenheit caused the immobile oxygen and hydrogen atoms to mobilize, changing the ice into water. Throughout history, change has been defined by varying points of view. In ancient Greek philosophy, while Heraclitus saw change as ever-present and all-encompassing, Parmenides virtually denied its existence. One's philosophical position may have an influence on the perception of change. I am using the term change here within the context of organization change in its growth and development.

The Structure of this Study

This dissertation is divided into following subsections: chapter one deals with background to the study, research problem, assumption, and significance of this research and a discussion of the link between this work and the researcher’s interest and experience. Chapter two comprises the literature
review. Chapter three constitutes a discussion of the research methods and data analysis procedures and a discussion of other ethical considerations adopted by the researcher. Chapter four covers a discussion of research findings. Chapter five provides an assessment of the implication of the research findings on OD, HRD and Adult education. Chapter six is the conclusion and a review of major findings and discusses policy and research recommendations.
CHAPTER 2

Literature Review

Migrations in a Historical Perspective

In the recent years, scholars have grappled with the importance of immigrants to national economies, and in particular the role of community organizations in human capital and resource development. This literature review explores four major issues and themes pivotal to our understanding of Community Based Organization. These four themes are: literature on the establishment of community based organizations, historical analysis of community based organization, studies on immigrant established and run Community Organizations, literature on conceptual issues on community based organizations and studies on organizational development addressing both practice and theoretical discourses. Finally, it examines theoretical developments and discussion on OD and community organizations.

Drawing upon findings, theories and empirical research from literature in social research, economics, education, philosophy and sociology, my position is that it is imperative to develop immigrant human resource capital. While the literature has been insightful in pushing scholarship on Community Based Organization as alternative providers of social services, not much has been accomplished on studying Somali Community Based Organization (SCBO). Yet in the last ten years the proliferation of new immigrant nonprofit
organizations has been instrumental in the providing social service and the acculturation of Africans from North East Africa. The failures to explain the importance of their cause make it difficult for organizations to communicate effectively and for donors to hear their messages. These new organizations need new ways to communicate with funders who increasingly want to target their giving to organizations with sound financial and management and the ability to implement programs more effectively. To achieve this, immigrants as human resources need to be developed to meet the needs of the national economy. That is the basis for this study and as the literature review will reveal, Somali Community Organization are yet to be subjected to scholarly scrutiny as have other mainstream organizations.

The formation of immigrant organizations

A community based organization (see chapter 1) is a public or private nonprofit enterprise (including a church or religious organizations) that is representative of a community or a significant segment of a community, and is engaged in meeting human, educational, environmental, or public safety community needs. (CNCS Learn and Serve America General Grant Provisions, May 2000). In this chapter I discuss the literature addressing the growth, development and change in immigrants’ community-based organizations. In this section of the literature review I mainly focus on three major works that have attempted to
address this subject; Glick DF, Hale PJ, Kulbok PA, Shettig J. (1996), Hagan and Gonzalez Baker (1993), and Vermeulen (2002). My goal is to establish the relevance of these scholars work on theoretically, conceptually or methodologically issues significant in understanding immigrant CBOs. I intend to identify gaps and strengths within the context of human resource development (HRD) and the growth, development, and changes in CBO’s.

The three research works have emphasized the importance of immigrant networks to the adaptation and incorporation of immigrants and to the development and maintenance of immigrant communities. In their seminal analysis of Mexican migration, Glick and his collaborators recognize the role of voluntary associations when they suggest that: “Thus far we have considered various social relationships that make up immigrant networks, but no less important are certain institutional mechanisms that facilitate the formation and maintenance of social ties. A variety of voluntary associations established by immigrants in the United States promote regular interpersonal contact, greatly facilitating the process of adaptation and mutual assistance (1987, p.145).”

The three studies mentioned above focused directly on the role of CBOs towards the provision of social services to immigrants’ communities on various aspects of the immigration process and found out some key themes in the growth, development and change in immigrants’ community-based organizations. While Lissak (1989) focuses on the history of social services among immigrants, he also
examined the early development of settlement houses, and the involvement of the Chicago School in that process. Professor Shirley Jenkins (1981 and 1988) addresses the role of ethnicity in social service provision and how social work practice and service provision had to adapt to changing and diverse immigrant populations. Basch (1987) focuses on voluntary associations among the Vicentians and Grenadians and she finds that these groups provided direct assistance to immigrants, a way for immigrants to interpret and engage the new social context with the help of co-nationals, and connections to the country of origin. Sociologist Phil Kasinitz (1992) focuses on role on community organizations in political representation and incorporation in Caribbean-West Indian communities. Hagan and Gonzalez Baker (1993) focus on the influence of CBOs in shaping policy during the implementation of the Immigration Reform and Control Act (IRCA) program after it was signed into law in 1996.

The paper by Hagan and Gonzalez Baker (1993) is particularly relevant to this analysis because they place the work of immigrant CBOs at the center of their study. They argue that CBOs performed a central role in the legalization process and in the actual shaping of the policy at the local level: “The community group role evolved from the INS7 vision of paperwork assistant into an activist role on behalf of applicants. Indeed, the local INS itself changed in the wake of community

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7 Immigration and Naturalizations Services (INS) is renamed Unites States Citizenship and Immigration Services (USCIS) after 9/11/2001.
group influence, becoming more receptive to community concerns and more accountable to community interests (1993, p. 521).” Their research documents how the “task force” created by the local CBOs produced publicity materials, appeared in the media, contacted officials, and ultimately sued and won to clarify and establish regulations affecting immigrants applying for legalization.

But, while several researchers have examined and offer a glimpse of the role of CBOs in various aspects of the migration process, there is no complete picture of who these groups are, what kinds of programs and services they provide, where they are, who they serve, and what kinds of resources they have. Unfortunately, little is known about immigrant organizations and service providers as a group since they have rarely been at the center of immigration, organizations, or non-profit research (Salamon 2002).

Community Based Participatory Research

A better understanding of immigrant communities is gained by participatory research approach. Finn (1994), reviewing current literature in the field of community based participatory research, outlines three key elements that distinguish participatory research from traditional approaches to social science: people, power and praxis. It is people-centered (Brown, 1985) in the sense that the process of critical inquiry is informed by and responds to the experiences and needs of minority disadvantage people. Participatory research is about power
relations, but not in the critical research approach method. Power is crucial to
the construction of reality, language, meanings and rituals of truth (Foucault,
1973). Participatory research promotes empowerment through the development of
common knowledge and critical awareness which are suppressed by the dominant
knowledge system. Community-based participatory research is also about praxis
(Lather, 1986; Maguire, 1987). It recognizes the inseparability of theory and
practice and critical awareness of the personal-political dialectic. Participatory
research is grounded in an explicit political stance and clearly articulated value
base - social justice and the transformation of those contemporary socio-cultural
structures and processes that support degeneration of participatory democracy,
injustice and inequality.

Participatory research challenges practices that separate the researcher from
the researched and promotes the forging of a partnership between researchers and
the people under study (Freire, 1970, 1974). Both researcher and participant are
actors in the investigative process, influencing the flow, interpreting the content,
and sharing options for action. Ideally, this collaborative process is empowering
because it (1) brings isolated transitioning people together around common
problems and needs; (2) validates their experiences as the foundation for
understanding and critical reflection; (3) presents the knowledge and experiences

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8 Chambers, R. (2002). Participatory Workshops: A Sourcebook of 21 Sets of
Ideas and Activities: Earthscan Publications Ltd.
of the researcher as additional information upon which to critically reflect, (4),
contextualizes what have previously felt like "personal," individual problems or
weakness, and (5) links such personal experiences to political realities. The result
of this kind of activity is living knowledge that may get translated into action.
Participatory research reflects goal-oriented, experiential learning, and
transformative pedagogy (Dewey, 1938; Mead, 1934; Freire, 1974; Shor, 1992).

Community Based Organizations: A Historical Perspective

Throughout its history, the United States has had a vibrant civil society with
many immigrant community based groups, community organizations, voluntary
associations, nonprofit human services organizations, community development
corporations, labor unions, faith-based groups, legal assistance groups, and aid
societies. An immigrant organization is an organization formed by individuals,
who are members of a particular ethnic/national origin group, for the purpose of
providing social services primarily to immigrants from their ethnic/national
group.

Immigrant organizations differ from other social service providers in that
they explicitly incorporate cultural components, and a consciousness of ethnic or
national origin identity, into their mission, practices, services, and programs.
Some organizations, originally formed to provide services to particular groups, or
to the general population, have evolved over time and tried to adapt, with varying
success, to the needs of the new national origin groups that have come into the region (Jenkins 1981 and 1988). As new immigrant communities are established and grow their families and children receive services from existing social service agencies which may or may not be run by members of their own ethnic or national origin groups (depending on supply factors such as location and number of agencies and demand factors such as the particular service needed). But, over time, these new groups begin to form “their own” organizations. What, why, how, and when are immigrant organizations formed? In a series of papers exploring this question with case materials from Amsterdam and Berlin, Dutch Political Scientist Floris Vermeulen has reviewed the classical sociological literature on organizations and focused more specifically on the formation of ethnic or immigrant organizations. His detailed analysis reveals that:

In the traditional interpretation, illustrated in the works of Canadian sociologist Breton, migrant associations are founded on the basis of at least three sets of factors: first, the ethnic group has to possess some elements that sets them apart from members of the native community, the bigger the difference between the group the easier it is for migrants to found their own organizations. Second, the lower the financial resources within the group the more migrants have a need for specific ethnic organization for help or advice. The third set of factors relates to the pattern of migration. Group or chain migration strongly affects the ethnic organization formation process because of huge demand for organizations a group migration cycle can incite in a relatively short period of time. Breton seems to forget three elements which are perhaps even more important; the internal perspective of migrants themselves, transnational influences and the political opportunity structure (Vermeulen 2002a, p. 3-4).
There are several factors that came up in literature review related to the formation of immigrant organizations, growth, development and change in the CBO. First, organizations are usually formed in groups that are relatively large and usually growing both in population and visibility in the community. Second, as the immigrant population settles the group develops a distinct sense of their social service needs. This usually has two components: a) the group develops a sense of what services and programs it particularly needs (needs assessment) and b) the group develops a sense of what it needs differently or the kinds of services and programs that need to be provided in a way that is consistent and sensitive to the cultural and social needs of the group. If a group does not have an unmet demand for services or the service can be readily obtained from other existing providers the incentives to start organizations are clearly lowered. A third element that I found from personal experience to be related to the formation of immigrant organizations is the existence of a social service professional human resource base from the immigrant community that would serve to start, guide, direct, manage, and administer the organizations. In several instances the founders of organizations worked in the senior staff of metropolitan level service providers or immigrant organizations from related groups and eventually these persons left these organizations to start groups to more directly serve and strengthen “their communities.” Many of the staff that works in immigrant
organizations are educated in some of the leading policy and management institutions in United States or in the Twin Cities.

A fourth element related to the formation of immigrant organizations is connections to the greater metropolitan service delivery system. This means that someone from the community has to have the capacity to understand the grant writing and seeking process and all of the intricacies of program initiation, design, development, management, and reporting. Some human resource capacity and connections to the metropolitan level social service delivery system are key assets that need to be within the immigrant community in order for immigrant associations to grow and develop into more sustainable organizations. The fifth element related to the formation of organizations is organizational resources and capacity. Immigrant communities that come with experience in the formation and management of organizations and that have certain organizational assets and resources are more likely to form and sustain organizations. In the case of social service providers, particularly from low income immigrant communities where “internal” resources may be more difficult to obtain, factors related to connections and networks with external resources are essential in securing the flow of funds that are needed to manage and maintain a non-profit organization. Immigrant organizations often emanate from, are connected to, subcontract with, and compete with the mainstream service providers but together they make up the immigrant service delivery system.
Human resource development supports the use of human development, organization development, training and development, and career development principles and practices to enhance the quality, performance and satisfaction of individuals, groups and organizations. As a discipline it covers topics in areas related to needs assessment, instructional design and delivery, program evaluation, performance appraisal, personnel selection, recruiting, organization development, labor relations, employee involvement, and managing diversity. Given these brief considerations, what is looked for in a conceptual history of this sort? Reviewing earlier conceptions of social capital (sharing family resemblances with contemporary ones), when matched by the term, while attentive to what their authors were doing in using term and conception, in the contexts and as part of the traditions in which they did so. I began by turning to the first heretofore known user of the term, about whom virtually nothing has been written apart from Putnam’s notice. Hardly a major or canonical thinker, such an innovator deserves some attention, given my piqued historical curiosity and his conceptual family ties (Hanifan, 1916).

As mentioned earlier (see page 5), a methodology that could be appropriate to explore the question may be the participatory research method. In an attempt to through some light in the above questions, I will begin by briefly summarizing the political economy of the new postindustrial society and the role of knowledge elite. This analysis will be linked to the emergence of participatory research
movements. I plan to argue that the participatory approach to community research offers an epistemology and methodology that addresses people, power and praxis in the post-industrial, information-based society. To illustrate this, I will describe how a participatory research project is carried out in community practice, articulating key moments and roles of the researcher and participants within the context of OD. I hope to conclude with the reconfiguration of validity in social research.

Immigrant Community-Based Organizations (CBO)

The large waves of immigrants that came to America in the 19th century between the 1820s and the 1880s were mostly of German, Irish, English, and Dutch descent (Ernst 1994; Ward 1989). These groups developed a number of voluntary and philanthropic aid societies to provide services to their immigrant populations. Ernst (1994) argues that “the mutual aid society provided benefits to its members and paid the funeral expenses of those who died.” He suggests that there was an inherent tension within some organizations between their functions as preservers of the cultural heritage and traditions from the countries of origin and their role as facilitators of cultural and socio-economic adaptation and incorporation into North American society. Ernst (1994) adds that:

“genuine immigrants, planning to spend their entire lives in the United States, were more deeply concerned about their everyday existence, the welfare of their families, and the future of their children in the new world of opportunity. To satisfy their social and material needs, they founded a wide
variety of institutions forming an intricate pattern of group activities which eased the adjustment of Europeans to American conditions” (p.124).

In the late 19th and early part of the 20th century there were significant changes in the ethnic and national origin composition of the population in cities and, particularly, in what came to be known as “slums” in New York and other big cities. The “New Comers” that began during the 1880s, and lasted until around 1915, involved a significant change in the sources of immigration from Northern Europeans to Italians, Jews, and others from various parts of Eastern and Southern Europe (Foner 2000). Much like many immigrants today, these “New Arrivals” of the early 20th century were considered by many old-timers to be of inferior socio-cultural stock, more difficult to Americanize, and were perceived as a threat to the strength and unity of the nation (Lissak, 1989). These perceptions, in combination with a significant decline in immigration after the depression, led to an unprecedented drive towards “Americanization” where many immigrant civic associations were involved in facilitating and encouraging this process. While in most cases retaining ties to the cultures of origin was seen as important, the kinds of ties that existed between immigrant communities and their countries of origin varied significantly especially in the case of refugees.

Since the 1950's there have been two historical markers of American immigration that have also been periods where a large number of immigrant organizations have been formed. The first period is during the late 1960s and early
1970s following the civil rights movement and changes in the racial/ethnic/national origin composition of immigration flows to the United States more towards Asian, Latin American, and Caribbean populations. A second period of organizational growth occurred during the late 1980s following the Immigration Reform and Control Act (IRCA) of 1986 and the acceleration of mass immigration to the “land of opportunity” or honey and milk according to Somalis.

In the context of organization development, changing economic and political relations, based on the ownership and control of information technologies and communication, raise important questions for community organizing in a increasingly privatized, postindustrial world of a knowledge society: Who produces knowledge and for whose interests? What are the implications of a changing economic and social order for the relatively powerless? Who are the have-nots in the knowledge society, and how do they organize against the new elements of oppression the knowledge society brings?

In Africa, the supposed development paradigms of the 1960s and 1970s derived from the legacy of colonial rule, especially the development planning systems of the late 1930s and post-WW2 period. The conception was top down⁹, and the language military-bureaucratic - by WW2 out of US management literature: "objectives", "targets", "strategies", "capability" as operationalization of

⁹ Development was something governments did for or to people.
the “Marshall Plan” meant for the reconstruction of Europe. The formal development paradigm of the late 1950s, combined with digital processing, produced much spurious (and some credible) quantification, usually at great cost. There was little stakeholder involvement of those undergoing "development", a fact which must rank high among the causes of the failures of development to improve the lives of the majority poor of the "developing" world. Community-based organizations as vehicle for development arose as a reaction to this realization of failure, popularized particularly by Gordon Conway and Robert Chambers (1992), and more recently by David Korten (1996).

**The Significance of Community Based Organizations**

Community-based organization (CBO) is increasingly seen as a vital ingredient in economic development around the world. Scores of studies of rural development have shown that a vigorous network of indigenous grassroots associations can be as essential to growth as physical investment, appropriate technology, or the balancing act of what Adam Smith called “the invisible hand”. Political scientist Elinor Ostrom (2001) has explored why some cooperative efforts to manage common community goods like grazing grounds and water sources, succeed, while others fail. Irrespective of level of socio-cultural development, every community has accumulated stocks of human resources development. The governmental interventions that neglect or does
not recognize existing community’s human resource infrastructure can have serious negative impact in its developmental effort.

Researchers and writers are realizing that human resources (capital\textsuperscript{10}), is also important in the development of advanced Western economies. Economic sociologist Mark Granovetter (2001) has pointed out that economic transactions like contracting or job searches are more efficient when they are embedded in community-based organizations. It is no accident that one of the pervasive stratagems of ambitious yuppies is "networking." Studies of highly efficient, highly flexible "industrial districts" (a term coined by Alfred Marshall, one of the founders of classical economics) emphasize networks of collaboration among workers and small entrepreneurs. Such concentrations of human capital, far from being paleo-industrial anachronisms, fuel ultra-modern industries from the high tech of Silicon Valley to the glamour of fashion shows.

Even in mainstream economics the so-called "new growth theory" pays more attention to social structure (the "externalities of human capital") than do conventional neoclassical models. Robert Lucas (1978), a founder of "rational expectations" economics, acknowledges "human capital accumulation is a fundamentally social activity, involving groups of people in a way that has no

\textsuperscript{10} In \textit{The Forms of Capital} in 1986 (originally written in French as \textit{Les Trois états du capital culturel} in \textit{Actes de la Recherche en Sciences Sociales, 30} in 1979), Bourdieu distinguishes between three types of capital: Economic capital, social capital and cultural capital.
counterpart in the accumulation of physical capital." The community capital approach can help us formulate new strategies for economic development. For instance, proposals for strengthening market economies and democratic institutions in the formerly socialist countries of Eastern Europe center almost exclusively on deficiencies in financial and human capital - thus calling for loans and technical assistance from capitalist countries.

Interestingly, the deficiencies in human resources (expertise) in these countries are also alarming. Where are the efforts to encourage "human capital formation"? Historian S. Frederick Starr (2000), for example, has drawn attention to important fragments of civil society--from philanthropic agencies to chess clubs--that persist from Russia's "usable past." And yes, such community-based organizations provide especially valuable human capital when they cross ethnic or other cleavage lines.

Conversely, when considering the effects of economic engagements among immigrant communities, it is important to weigh the risks of destroying their human capital. Precisely because human capital is a public good, the costs of closing factories and destroying communities go beyond the personal trauma borne by individuals. Worse yet, some government programs themselves, such as urban renewal and public housing projects, have heedlessly ravaged existing social networks (Nan Lin, 2001). The fact that these collective costs are not well measured by our current accounting schemes does not mean that they are not real.
Shred enough of the social fabric and the result is disastrous for the economy.

The salvation may be found in community-based organizations.

**Conceptual Issues: what is a Community-Based Organization (CBO)?**

As defined in different segments of this dissertation, the term "community-based organization" means a private nonprofit organization, Indian tribe or tribally sanctioned organization or other type of group that works within a community for the improvement of some aspect of that community. Community-based organizations deal with interventions at the community level and generally work with some social issue(s).

According to Kutledge (1998), a community may be everyone within a geographic location, such as a neighborhood, or an ethnic group or other segment of society. With dramatic increases in the number of new immigrant/refugee communities, it becomes imperative that the U. S. develop more ways to develop these new human resources and shorten the time it takes for integration into the mainstream culture and enhance their quality of life. Our ethics, our politics, and our economy will be positively affected by the development of this new group of newcomers or future Americans.

A community-based organization is a group of individuals (human resources) organized by and for a particular community of people based on shared interests and/or attributes. The community could be defined geographically (e.g. a neighborhood), could contain members from diverse backgrounds, and/or could be defined on the basis of
something like religious beliefs or a shared condition. Members may include various
stakeholders, such as the public, elected officials, advocacy groups, and business leaders.

Community-based organizations use a number of names to describe
themselves, including association, alliance, and commission. Many community-
based organizations will hold regular meetings for a specific period of time where
they discuss the issues of common concern. Participation on community-based
organizations is generally voluntary and open to any individuals with interest in
the particular issue.

In developing countries, community-based organizations have long been
claimed to be at the heart of the aid approach in the form of Non-Governmental
Organizations (NGOs). It has also been attempted by some governments in
developing countries in the hope of making rural development efforts more
effective (think, for example, of the so-called community development programs
implemented in India during the green revolution), as well as by a few
international agencies, -such as the Food and Agriculture Organization (FAO) and
the International Fund for Agricultural Development (IFAD). The movement
towards adoption of the CBO approach has recently accelerated as a result of
strong disillusionment with top-down approaches, especially when aid resources
are channeled through state agencies. The bilateral aid agencies of a large number
of developed countries and some important international organizations such as the
World Bank and International Monetary Fund (IMF) have thus radically changed their aid strategy to enhance aid effectiveness and better reach the rural poor.

The main argument in favor of CBO is that communities are deemed to have a better knowledge of the prevailing local conditions (such as who is poor and deserves to be helped, or the characteristics of the local micro-environment), and a better ability to enforce rules, monitor behavior, and verify actions related to interventions (Hoddinott et al., 2001). On the other hand, communities potentially suffer from the disadvantage of not being as accountable as higher-level agencies to their members, which makes them especially vulnerable to capture by local elites. Thus, when the responsibility of allocating central resources is delegated to local organizations, village-level elites tend to appropriate for themselves whatever portion of the resources that they need and to let the poor have the leftovers only (Conning and Kevane, 2002; Bardhan and Mookherjee, 2000a, 2000b, 2000c; Bardhan, 2002).

In Bardhan view, this problem of ‘elite capture’ is all the more serious as donor agencies are enthusiastically rushing to adopt community approach because they are eager to relieve poverty in the most disadvantaged countries and/or because they need rapid and visible results to persuade their constituencies or sponsors that the new strategy works well. Such urgency is problematic since an effective CBO demands a genuine empowerment of the rural poor (Rahman, 1993;
Edwards and Hulme, 1995; Platteau and Abraham, 2001, 2002, 2003). If the required time is not spent to ensure that the poor acquire real bargaining strength and organizational skills, ‘ownership’ of the projects by the beneficiary groups is most likely to remain an elusive objective, such as has been observed in the case of the World Bank’s Social Funds (Narayan and Ebbe, 1997; Tendler, 2000). A recent evaluation report thus concludes that “building capacity and social capital at the community level are time- and human resource-intensive processes, making disbursements potentially slower and less predictable” (P. 16-17). Social funds, therefore, “may lose the strengths on which their reputation has been built” (World Bank, 2002, p.48) when their focus is gradually shifted from emergency response mechanisms to longer-term welfare and institutional development objectives.

In their planning a community nursing center, Glick, D.F., Hale P.J., Kulbok, P.A., & Shettig, J. (1996) considered a community development theory. The authors describe the use of community development theory to assess the need for a community-based, nurse-managed primary care clinic. A community development model provided the framework for citizen participation in identifying collective health needs of public housing residents. The model facilitated the following: 1) planning for delivery of culturally appropriate primary care services that respond to health needs perceived by community residents; 2) ensuring acceptability and use of services; and 3) empowering residents to take
responsibility for their own health. This article focuses on the assessment phase of the model and meeting the perceived needs of community residents.

As health care organizations struggle to become more flexible and responsive to changing needs and times, the action technologies are providing a framework to approach change through learning. The action technologies encompass action learning, action research and action science and have become significant to current initiatives in human resource development in that each stresses reflective learning as the path to effective long term change - for individuals, groups and entire health care organizations. Past practices to view external training as the exclusive model for learning are being supplemented with diverse learning models and interventions that utilize current work experiences, problems, and patterns of behavior to guide individual and collective learning (Reagan, T., 2000).

The accelerating pace of change poses a challenge to industries worldwide. Health care organizations are similarly adjusting to the demands that such rapid cycles of change place upon its delivery systems. Those systems which lack flexibility and the capacity to adapt and grow must reexamine their change strategies, particularly if they are solely based upon authoritative and rational models of change. Since the capacity to change is directly related to the capacity to learn, change models have become the paradigm for more effective organizational development at the micro, mezzo, and macro levels. Current initiatives in human
resource development (HRD) are thus concerned with reflective learning at the individual (micro), group (mezzo) and organizational (macro) levels (Miner, J. B., 2002).

Action technologies provide a framework for individuals, groups and entire organizations to create cultures that value learning and change\(^{11}\). Healthcare systems that are strategically addressing such cultural change are empowering internal change agents to create learning organizations that will ensure growth and innovation. This type of cultural change goes beyond traditional training and development activities\(^{12}\). The hallmark of such an organization is the capacity to enhance learning and the three action technologies - action learning, action research and action science - are guiding this value added process. The requirement for individual learning is continuous and lifelong. While formal education and training continues to be necessary, these learning interventions must be infused with real time developmental opportunities that further the knowledge, skills and abilities of the health care provider and manager. Action learning provides such an opportunity through timely interventions that blends theory and practice while meeting the demands of current and future job requirements. An individual’s work becomes the learning laboratory affording


both reflection and action at this micro level of human resource development (HRD).

Action learning, well practiced in England, has taken hold in the United States as an example of HRD at a micro organizational level which is responsive to dynamic changes in the health care delivery system. Action learning is not to be mistaken with on-the-job training. Action learning when applied in training or education format is distinctly different due to a level of required reflection that enhances learning. Reg Revans, a British physicist, has introduced the term action reflection learning\(^{13}\) as a way of reinforcing the requirements of action learning.

The action-reflection model is not new in formal educational studies; however its application within the work environment has only recently gained momentum in leadership/management development training. While there is no one learning format, project work is central to the design of the learning intervention. For example one health care organization is encouraging managers to develop services that will generate new forms of revenue. The strategic planning workshop they attend requires a business plan to be developed, based upon the revenue generating idea they bring to the training program. New knowledge, skills and time for reflection allow the managers to link their job requirements to this learning program.

Based on literature review of immigrant organizations, I find that immigrant Community-based Organizations (CBOs) play a key role during all parts of the immigration process and in the social, cultural, political, and economic adaptation and incorporation of immigrants’ organizations. Immigrant organizations have several functions that make them central to the resettlement process. First, they assist individuals and families in the reunification process by providing advice and legal help to enter the country, change their immigration status, or sponsor relatives to come to the United States. Second, these organizations provide an array of social services and community programs that are designed to assist in the socio-economic adaptation and integration of immigrants into US society. Third, these groups serve as an advocate for their ethnic groups by articulating the social service needs and representing the concerns of their group in city or county level political and policy processes and by managing the flow of resources and programs from the county level to the community level. The fourth function of immigrant organizations is to serve as a liaison and connection between immigrant communities in the US and their country of origin and between the countries of origin and immigrant and other communities and constituencies in their new home. Let me now consider community-based organization in the context of organization development.
Organization Development (OD)

In spite of significant interest on the part of sociologists in the study of organizations and immigration there has been surprisingly little research on immigrant groups, organizations, and service providers. This work addresses two specific theoretical and empirical gaps in the literatures on immigration and organizations in the context of organization development (OD). First, it discusses factors related to the development of immigrant organizations and presents the main characteristics of immigrant groups, organizations, and service providers in the Twin Cities. Second, it examines the various functions that these organizations play in the various parts of the immigration process including the development, management and maintenance of networks; in the provision of social services to immigrant children and families; and in building of community resources or “social capital” in immigrant communities.

Organization development is a process by which behavioral science knowledge and practices are used to help organizations achieve enhanced performance for greater effectiveness, including improved quality of work life and increased productivity (Cummings, & Huse, 1989). In the 1950s and 1960s a new, integrated approach originated known as Organization Development (OD): the systematic application of behavioral science knowledge at various levels (group, inter-group, and total organization) to bring about planned change (Newstrom &
Davis, 1993). According to one theory, OD emerged from four major backgrounds (Cummings, & Huse, 1989):

**Laboratory Training:** The National Training laboratories (NTL) development of training groups known as *sensitivity training* or *T-groups.* Laboratory Training began in 1946 when Kurt Lewin and his staff at the Research Center for Group Dynamics at MIT were asked by the Connect Interracial Commission and the Committee on Community Interrelations of the American Jewish Congress for help on training community leaders. A workshop was developed for the leaders to learn about leadership and to discuss problems. At the end of each day, the researchers discussed privately what behaviors and group dynamics they had observed. The leaders asked permission to sit in on these feedback sessions. Reluctant at first, the researchers finally agreed. Thus the first T-group was formed in which people reacted to information about their own behavior.

**Survey Research Feedback:** Kurt Lewin formed the Research Center for Group Dynamics at MIT in 1945. After he died in 1947, his staff moved to the University of Michigan to join the Survey Research Center as part of the Institute for Social Research. It was headed by Rensis Likert, a pioneer in developing scientific approaches to attitude surveys (five-point Likert scale).

**Action Research:** In the 1940s John Collier, Kurt Lewin, and William Whyte discovered that research needed to be closely linked to action if organizational
members were to use it to manage change. Action research has two results: 1) organizational members use research on themselves to guide action and change, while 2) researchers were able to study the process to gain new information. Two noted action research studies was the work of Lewin and his students at the Hardwood Manufacturing Company (Marrow, Bowers & Seashore, 1967) and the Lester Coch and John French’s classic research on overcoming resistance to change (Coch & French, 1948).

**Productivity and Quality-of-Work-Life (QWL):** This was originally developed in Europe during the 1950s and is based on the work of Eric Trist and his colleagues at the Tavistock Institute of Human Relations in London. This approach examined both the technical and the human sides of organizations and how they are interrelated. French (Varney 1967) describes the history of OD as an emerging discipline about 1957 and having at least three origins:

Douglas McGregor's work with Union Carbide in an effort to apply some of the concepts from laboratory training mentioned above to a large system. A human relations group at the Esso Company that began to view itself as an internal consulting group offering services to field managers, rather than as a research group writing reports for top managers. With help from Robert Blake and Herb Shepard, the group began to offer laboratory training in the refineries of Esso.
The Survey Research Center mentioned above started using attitude surveys. The years 1960-1970 was a period of rapid movement in high technology (space race due to Soviet Sputnik challenge). Human Resource Development (HRD) efforts increased as we moved into project groups and task forces to cope with the challenge of new technologies. Behavioral science was brought into the work place, and a new term appeared -- *Applied behavioral science*. This provoked a term that became known as OD, due in part to the reaction HRD programs appeared to be effective, but had little or no impact on the work place. That is, HRD programs were based upon sound learning principles, and people learned, but the learning often failed to be applied to the work place (Nadler, 1984).

OD continues to grow. Some of the first generation contributors include Chris Argyris (learning and action science), Warren Bennis (tied executive leadership to strategic change), Edger Schein (process approach), and Robert Tannenbaum (sensitize OD to the personal dimension of participant's lives).

Second generation contributors include Warner Burke (made OD a professional field), Larry Greiner (power and evolution), Edward Lawler III, (extended OD to reward systems and employee involvement), Newton Margulies and Anthony Raia (values underlying OD), and Peter Vaill and Craig Lundberg (developing OD as a practical science).

Newest generation contributors include Dave Brown (action research and developmental organizations), Thomas Cummings (socio-technical systems) self-
designing organizations, and trans-organizational development), Max Elden (political aspects of OD), and Jerry Porras (put OD on a sound research and conceptual base).

A closely related concept to OD is *Organizational Behavior* (OB) - the study and application of knowledge about how people, as individuals and as groups act within organizations ((Newstrom & Davis, 1993). Interestingly, the OD normally uses "organization, while OB normally uses "organizational."

Andrew Ure incorporated human factors into his work, *The Philosophy of Manufactures* (1835). Ure, like a lot of others, recognized the mechanical and commercial parts of manufacturing, but he also added a third -- the human factor. It took quite a while for this "human factor" to become accepted. In addition, it often turned into paternalistic, do-good approach, rather than genuine recognition of the importance of line workers.

Kurt Lewin introduced action research to the field of organizational development. Based upon systems theory, he stressed the interrelatedness of the components of an organization as integral to solving problems\(^\text{14}\). Action research attempts to avoid habitual responses to organizational problems through a dialogue that balances advocacy and inquiry. This approach to organizational problem solving is well suited to various work groups and interdisciplinary teams.

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A reflective cycle of thought becomes introduced into group problem solving efforts, producing an iterative process of enhanced learning.

As groups and teams become more prevalent in the structures of job and organizational design, action research enables collective learning to be experienced. Team members can promote dialogue in problem solving activities by using the ladder of inference to audit language and behavior patterns\textsuperscript{15}. The ladder of inference aids groups to distinguish between beliefs and observable data. The mental path from observable data to interpretations then abstractions is often based upon misguided beliefs; this movement up the ladder of inference is typical. When working with others in groups, a conscience effort needs to be made to move back down the ladder of inference. Senge would suggest that improved communication through reflection explores a) becoming more aware of your own thinking and reasoning (reflection), b) making your thinking and reasoning more visible to others (advocacy) and c) inquiring into others’ thinking and reasoning (inquiry). I will now use healthcare CBO as a productivity and quality-of-work-life example.

Health care managers utilize action research as they incorporate the patient, or customer focus in their problem solving activities thereby developing solutions that are responsive to the patient/family needs rather than an insular intra-organizational perspective. This customer oriented problem solving approach

requires additional data to be utilized which is facilitated by open dialogue within the action reflection model. Systemic change is the aim of action science. Action science built upon action learning and growing out of action research, attempts to surface the tacit knowledge of the organization’s culture\textsuperscript{16}. Without systemic change, the achievements of individual and group learning will become frustrated by organizational patterns of behavior that seem impenetrable. These patterns are imbedded within the organization’s communication, problem-solving and decision making processes. When examined contradictions between, espoused theories and theories in use can be compared and analyzed. This can then lead to the unfreezing of such patterns thereby allowing for cultural change to occur\textsuperscript{17}.

When health care systems strive to create a learning organization, patterns that inhibit and resist learning need to be confronted and changed. Action science assists individuals to view the way the system may be affecting their behavior. Chris Argyris from Harvard has been studying the behavior of consultants for over twenty years. He has recorded transcripts of their conversations as the basis for examining the contradictions between what is said and what is done. His left hand column exercise has proven useful in identifying thoughts during conversations that are not verbalized but may be acted upon. Identifying and then


\textsuperscript{17} Argyris, C. Reasoning, Learning and Action. Jossey Bass, 1982
confronting these contradictions is initially required of upper management. Beginning at the upper level of the organization can result in dramatic unfreezing, change, then refreezing within the organization’s culture. Meta-learning or learning how to learn is critical to action science. Argyris refers to this as double loop learning and Gregory Bateson, a noted anthropologist, calls it deuterolearning. The experience of double loop learning is the crux of organizational learning whereby individuals within organizational systems study the previous context of their learning and affect normative change18.

Why are the action technologies experiencing such success in the workplace of the 21st century? The answer lies within the new paradigm in human resource development research, education and practice. An emphasis on performance improvement has become the changed focus of human resource development.

Historically, training and development has guided the assessment of organizational needs. However, the ‘training satisfaction’ paradigm is limiting and may serve to filter out other learning interventions which would more effectively address the goal of improving human performance19. Even when evaluating training and development activities, a satisfaction model rather than a performance model predominated. This is changing and more trainers are


viewing themselves as internal consultants, focusing upon performance
improvement at the individual, group and organizational levels.

The action technologies are ideally suited to work within this new HRD
paradigm of performance improvement. The action technologies are singularly
focused upon the actual performance of the work place. In fact work place
behavior becomes the grist for learning within the technologies. Amidst the
dynamic cycles of change that health care managers must attend to, action
technologies create avenues for reflective response to influence organizational
change strategies.

Theory related to OD

Science – particularly physical science have a long tradition of logical
explanation and a record of brilliant intellectual achievement behind it. By contrast
achievement of social science on this front some will argue is rather meager. There
is a body of scientific knowledge of social life, comparable in quantity and quality to
scientific knowledge of physical science, but there is at the equally, doubts as to
whether social life is in fact a subject-matter suited to the physical science model.
The philosophical debate of how social science revolves is disputes between these
two schools of thoughts. Is there then any way to justify social theory? And thus
reason to study theory of human resource development (HRD)?
At the onset it is in order to state that Human Resources Development (HRD) is relatively a new discipline. The founders of HRD theory includes Swanson, R.; Holton 111, E; Torraco, R; Watkins, K; Passmore among others and their students. A former students of Professor Swanson, Ruona and Susan Lynham, are now emerging as giants in theory in HRD. Susan Lynham is particularly focusing on theory building in applied disciplines. As the editor of “Advances in Developing Human Resources”, she laid the foundation for the monograph and authored: The General Method of Theory-Building Research in Applied Disciplines. All the other six articles are linked to her groundbreaking piece.

Lynham, Egan, and Yang all skillfully used the role of explanatory models in theory building in the context of applied disciplines. In Chapter 2, Lynham analysis Dubin’s quantitative theory-building methodology and links it to the first chapter. Egan in chapter 3 analysis grounded theory and sees it as potential for the development of theoretical framework for partnership between theorist and practitioners in HRD. Yang takes from there in chapter 4 sees meta-analysis as a tool for theory building process in HRD. Chapters 2, 3, and 4 spring from the foundation of theoretical analysis in the theory-building discusses in applied disciplines. In human resource development research, explanatory models are theoretical; they set concepts in relation to one another and are followed by verification operational studies. They do not specify situational operational
indicators, so their prediction reliability may not be as good in one context as in another.

In the “The General Method of Theory-Building Research in Applied Disciplines”, Lynham explores some ways research can be used to create a more integrated theoretical understanding of the interaction between theory, research and practice. As she points out some of the false assumptions includes – disconnect between theory and practice, theory construction process happens in exclusions of its environment, researchers engaged in theory building are different from those engaged in daily practice, and that benefits and application are not the desired outcome of theory but rather optional.

In my view, individual cognition and social/cultural context are the motive force in human resource development. Drawing on data from HRD literature and recent unpublished interdisciplinary piece, the writer is inclined to propose three principles that inform a more complicated interaction and suggests that both cognition and context may in a sense construct one another. The principles the author proposes are: (1) that cultural and social context can provide direct cues to cognition; (2) that context is always mediated by the cognition of the individual writer; and (3) that the bounded purposes that emerge from this process are highly constrained but at the same time meaningful, creative constructs.

Addressing the issue of developing an interactive theory building, the “Theory Building in Applied Disciplines” investigates the need for a broader
vision of research as a tool for building contextualized and integrated theories of human resource development, and focuses on a particular route to theory building, suggesting reasons why theory-research-practice based model is the preferred route. Dubin (1978) quotes from Psychology: A Study of a Science, vol. 3 the work of Paul F. Lazarsfeld and writes, “…philosophical disquisitions about the nature of the social sciences are not likely to be fruitful without an incisive analysis as to how empirical social research does actually proceed.”

According to Landa (1976), theory suggests that all cognitive activities can be analyzed into operations of an algorithmic, semi-algorithmic, heuristic, or semi-heuristic nature. Once discovered, these operations and their systems can serve as the basis for instructional strategies and methods. The theory specifies that students are taught not only knowledge but the algorithms and heuristics of experts as well. They also have to be taught how to discover algorithms and heuristics on their own. Special emphasis is placed on teaching students cognitive operations, algorithms and heuristics, which make up general methods of thinking (i.e., intelligence). Coming up with acceptable definition of theory has always been a thorny issue, but theorists of the last two centuries have multiplied problems many times. Modern conundrums exceed the prolixity of the scholastics—and the scholastics were notorious for their enigmatic divisions and vaporous extrapolations. For instance Miner (2002) writes, “Theory is the cornerstone of science. It provides the ideas that fuel research and practice”
Senge, et al (1994) defines theory as "a fundamental set of propositions about how the world works, which has been subjected to repeated tests and in which we have gained some confidence." Sutherland (1975) defines it as "an organized set of assertions about a generic behavior or structure assumed to hold throughout a significantly broad range of specific instances." Weick (1995) suggests that researchers are too modest in what they allow themselves to label as theory. He points out that the word "theory" belongs to the same family of words as the words "guess", "speculation", "supposition", "conjecture", "proposition", "hypothesis", "conception", "explanation" and "model" do. He therefore proposes a less onerous definition of theory as "a system of assumptions, accepted principles and rules of procedure devised to analyze, predict, or otherwise explain the nature of behavior of a specified set of phenomena." So can we say then, that a theory is an assumption based on limited information or knowledge; a conjecture. In other words an abstract reasoning, speculation: a decision based on experience rather than theory. Thus a theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.

When human resource practitioner waits until the data is clear by theorist, the game is over. But that means the human resources practitioner has to take action on a theory rather than evidence. Unfortunately, the word theory gets a bum rap at the real world and in organizations in general because it’s associated
with the term theoretical, which connotes impractical. But actually theory is very practical as Dewy states, “there is nothing as particle as a good theory”. Gravity is a theory, for example. It allows you to predict that if you step off a cliff you will fall; you don’t have to collect data on that. In many ways a good theory is more accurate than data. It allows you to predict into the future in relation to human relations and understanding. The relationships contained in theories are often "assumed rather than demonstrated. Configurations and contingencies are ignored in favor of simple relationships, and people settle for assertions that A and B lead to C without asking the further questions of what else do A and B bring about, and what else leads to C" (Thompson, 1956 in Weick, 1996). It is for this reason that lists do not constitute theory (Sutton & Staw, 1995; Weick, 1995).

Diagrams that show causal relationships in a logical ordering (such as cognitive maps) are helpful in communicating theory, but accompanying textual explanations are frequently required (Sutton & Staw, 1995). It is worth pointing out that a theory is not the same as a method. A method requires explicit tasks or steps to complete a task (Day, 1998; Senge, et al, 1994) a method as "a set of systematic procedures and techniques for dealing with particular types of issues or problems". A method, therefore, would be constructed around a theory, to ensure that all of the important relationships described by the theory are adequately addressed.
Kuchinke (2003) has described how the university curricula of Human Resource Development (HRD) in the United States has aligned itself more closely with the field of adult education while, in the United Kingdom, HRD is more directly tied to Human Resource Management (HRM) programs residing in business schools. HRD finds a natural ally in adult education given its general focus on workplace and lifelong learning: indeed, Nadler (1984) defines HRD as any organized learning experience within a particular context and for a specific duration. From his perspective, then, training can be viewed as part of HRD emphasizing performance improvement on-the-job (p. 1.3).

Because of its focus on improving work performance at the individual, group, organizational, and interorganizational levels, the field of human resource development (HRD) is affected by—and responds to—trends in work, organizations, and the global economy. A review of literature, including the annual proceedings of the Academy of Human Resource Development (AHRD), reveals recurring themes: work force diversity, cross-cultural issues, the learning organization, technology in work and learning (Marquardt 1996), increasing numbers of older workers (Allen and Hart 1998; Beatty and Burroughs 1999; Rocco, Stein, and Lee 2000), informal learning (AHRD 1997-2000; Garrick 1998), and spirituality in the workplace (Fenwick and Lange 1998; Kahnweiler and Otte 1997).
HRD practitioners are debating a set of core issues related to the professionalization of the field, including certification (AHRD 1997, 2000; Rowden 1996), ethics and integrity (AHRD 1997, 2000; Burns et al. 1999), and the role and university preparation of HRD professionals (AHRD 1997-2000; Johnston 2001). Cultural differences in HRD roles have been identified (AHRD 1997, 1999; Nijhof and de Rijk 1997; Streumer et al. 1999; Valkeavaara 1998). Research has been criticized for lacking a strong theoretical basis (AHRD 2000; Garavan et al. 1999; Holton 1999). Qualitative methods and stronger links among theory, research, and practice are a continuing focus (AHRD 1998-2000).

Another set of issues involves the relationship between adult education and HRD. Adult education claims a humanistic, learner-centered, self-directed focus on transforming individuals; HRD is oriented toward bottom-line, behaviorist performance improvement aimed at organizational goals (Kuchinke 1999; Peterson and Cooper 1999; Peterson and Provo 2000; Rowden 1996). Commonalities and complementarity in the two fields are being identified, especially as many universities merge and integrate these programs (Grubb et al. 1998; Peterson and Provo 1998, 2000). At the same time, a trend toward aligning vocational education and HRD is emerging, in recognition of their common endeavor of work force education (Gray 1997; Holton and Trott 1996; Masri 1999). The following resources provide more information on trends and issues in HRD.
Theory in HRD, according to Swanson, can be represented by a "three-legged stool," integrating the fields of psychology, economics, and systems theory. Ruona and Lynham (2004) elaborate on a systems perspective of philosophy and, rather than referring to HRD as a discipline or field, define it as a profession. Given the appeal and contemporary necessity of multidisciplinary studies, attempts to frame HRD as a community of researchers and practitioners -- drawing in effect on any field of inquiry that addresses formal and informal learning (psychology, cognitive science, education), organizations (organizational development, organizational behavior, public administration, business communication, economics), and human (workplace) behavior and knowledge making (philosophy, sociology, rhetoric, anthropology).

**Application of Theory to Proposed Research**

In order to identify the optimal configuration of community-based organizational changes in response to new pattern of immigration, it is necessary to examine different theoretical models of behavior change. Cognitive/decision-making theories of human behavior change are compared to social learning theories vis-à-vis their influence on the structure of service delivery systems. Cognitive/decision-making theories ascribe behavior change to the provision of new information and favor the development of
homogeneous interventions providing clients with information about the functioning of Community-based Organization (Merriam & Caffarella 1991).

These interventions are easily standardized across service delivery model and various target populations. Social learning theories view behavior change as a series of stages and recognize the influence of sociocultural variables. They favor multiple heterogeneous interventions in a variety of settings, with the provision of skills training as well as information. Ongoing research on organizational change indicates that social learning theories provide a more accurate paradigm of human behavior change for the complex behaviors related to human development. Adult community education must therefore continue to strengthen organizational and referral relationships with community-based organizations that can provide the specialized prevention interventions called for by social learning theory (Merriam & Caffarella 1991).

It has been found that educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experience that can either add value to a learning experience or hinder it. Another important difference is that adults frequently must apply their knowledge in some practical fashion to learn effectively; there must be a goal and a reasonable expectation that the new knowledge will help them further that goal. One example, common in the 1990s, was the proliferation of computer training courses in which adults (not children or
adolescents), most of whom were office workers, could enroll. These courses would teach basic use of the computer operating system or specific software application. Because the abstractions governing the user's interactions with a PC were so new, many people who had been working white-collar jobs for 10 years or more eventually took such training courses, either at their own volition (to gain computer skills and thus earn higher pay) or at the behest of their managers.

In this country, a more general example is that of the high-school dropout who returns to school to complete general education requirements or an immigrant who starts a fresh beginning in the process of resettlement. Most upwardly-mobile positions require at the very least a high school diploma or equivalent. A working adult is unlikely to have the freedom to simply quit their job and go "back to school" full time. Community colleges and correspondence schools usually offer evening or weekend classes for this reason. Another fast-growing sector of adult education is English Language Learners (ELL), also referred to as English as a Second Language (ESL). These courses are key in assisting immigrants with not only the acquisition of the English language, but the whole environment of adaptation process to the new culture in their development.

An important relationship exists between adult development and adult education. According to Merriam (1984), one of the best-developed theoretical
The links between adult development and learning lies in the theory of andragogy. Andragogy is based on the assumption that, by and large, adults are self-directed beings who are the products of an accumulation of unique and personal experiences and whose desires to learn grow out of a need to face the tasks they encounter during the course of their development. Adult education practitioners at all levels can apply many of the findings of such research to program planning and implementation. Merriam (1984) discusses Program Development and Administration, Instruction and Counseling as areas in which adult development theory can enhance educational programming in changing environment.

It is important to develop immigrants with competencies needed to work effectively amid their new communities. One of the single biggest variables in the success of community-based organizations is for individuals behind the organization to understand organizational changes within the context of CBO. Due to the lack of research, immigrants’ community-based organization directors find it difficult to design suitable training and identify what competencies are needed to develop within CBO to meet the challenge of change and development. How are immigrant/refugee nonprofit organizations different from mainstream nonprofit organizations?
Identification of Organization Development Theory

Development is the upward directional movement of society from lesser to greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, enjoyment and accomplishment. These attributes are both the means for achieving development as well as its most characteristic expressions or results. The factor that they all have in common and which imparts to them their value is organization. Higher levels of each of these attributes are the resultant expression of higher levels of organization in society.

Organization is the capacity to mobilize all the available information, knowledge, material resources, technology, infrastructure, and human abilities to meet challenges and take advantage of opportunities (Miner 2002).

According to John B. Miner (2002), development is the process of continuously enhancing the capacity of society to respond to opportunities and challenges by increasing its level of organization. Development is the process of creating newer organizations.

In addition, Campbell, J. (1991) emphasized that the fabric of society consists of intricate interrelationships and interactions between different activities, systems, organizations, institutions, ideas, beliefs and values. The process of social development occurs by increasing the scope and complexity of
the organization of this fabric. The movement involves a simultaneous development of the social fabric in several dimensions:

I. Quantitative expansion in the size and carrying capacity of social activities, systems, organizations and institutions;
II. Qualitative increase in the content, productivity and sophistication of the constituent elements of the fabric;
III. Geographic or spatial extension of the organized fabric to provide more intensive coverage to larger portions of the population.
IV. Integration of existing and new organizational elements into an increasingly complex network of interrelationships;

A continuous process of organizational invention and innovation spurs this movement. During each phase new organizations emerge and existing organizations take on new attributes that enable them to act as spearheads of the development process. The contribution of any of these factors may for a time become so significant that we view them as essential causes in their own right. Actually they are the live evolving ends of the underlying social organization, which fashions them by its excess energy and without which they cannot exist or function (Rothwell, Sullivan & McLean 1995).

In order to identify the organizational changes taking place in community-based organization, there is need to understand the role of organization development practitioner. Simply put, an Organization Development practitioner (Rothwell, Sullivan, & McLean, 1995) is to an organization as a physician is to a human body. The practitioner “diagnoses" (or discovers) the most important priorities to address in the organization,
suggests a change-management plan, and then guides the organization through the necessary change. There are different definitions and views on how the change should occur.

That means an understanding of community-based organization, as a “system” of organizations is very similar, if not the same as, the system of human beings -- after all, organizations are made up of humans! Therefore, when trying to understand the field of organization development, it might be useful to compare aspects of the field of organization development to aspects of the field of medicine. For example, the study of the theories and structures of organizations (often in courses called "organizational theory") is similar to the study of anatomy and physiology of human systems. Similarly, the study of organizational behavior is similar to the study of psychology and sociology in human systems. Finally, the study and field of organization development compares to the study and field of medicine regarding human systems. That is, in CBO, practitioners might work in a manner similar to "organizational physicians" intending to improve the effectiveness of people and organizations by:

1. Establishing relationships with key personnel in the organization (often called “entering” and "contracting" with the organization);
2. Researching and evaluating systems in the organization to understand dysfunctions and/or goals of the systems in the organization ("diagnosing" the systems in the organization);
3. Identifying approaches (or "interventions") to improve effectiveness of the organization and its people;
4. Applying approaches to improve effectiveness (methods of "planned change" in the organization),
5. Evaluating the ongoing effectiveness of the approaches and their results (Patton 2002).

Human development scientists have learned that our paradigms have a powerful effect on how we interpret the world around us. The following definition of organization development is rather standard.

“Organization Development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization’s "processes," using behavioral-science knowledge” (Beckhard, “Organization Development: Strategies and Models”, Reading, MA: Addison-Wesley, 1969, p. 9).

This definition was developed in 1969 at a time when an organization was considered to be much like a stable machine comprised of interlocking parts. OD diagnoses an organizational problem and then prescribes an intervention to fix it; much like a traditional medical doctor treats a body today. The above definition is often cited when describing the field of OD. An OD consultant explains methods in terms of diagnosis, interventions and evaluations.

Organizational development plan is the process through which an organization develops the internal capacity to be the most effective it can be in its mission work and to sustain itself over the long term. This definition highlights the explicit connection between organizational development work and the achievement of organizational mission. This connection is the rationale
for doing OD work. Organization development, according to Richard Beckhard, is defined as:

1) A planned effort...
2) Organization-wide...
3) Managed from the top...
4) To increase organization effectiveness and health...
5) Through planned interventions in the organization's 'processes', using behavioral science knowledge (Smith & Smith, 1994, p 89).

According to Warren Bennis, organization development (OD) is a complex strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges. Warner Burke emphasizes that OD is not just "anything done to better an organization"; it is a particular kind of change process designed to bring about a particular kind of end result. OD involves organizational reflection, system improvement, planning, and self-analysis.

The term "Organization Development" is often used interchangeably with Organizational effectiveness, especially when used as the name of a department or a part of the human resources function within an organization. In our contemporary communities, organizations are experiencing change like never before. Many adult development practitioners now find that after we’ve “treated” one organizational problem, another soon surfaces. This cycle occurs despite our efforts to diagnose the client’s problem. Some of us view our recurring interventions as if we’re peeling off layers of an onion to get to the
real cause of the client’s problem. Others view recurring problems as inherent in the turbulent environments of today’s community based agencies.

This ongoing dilemma in CBO just like other organizations is similar to that in medicine. Physicians rely on empirical forms of research based heavily on the scientific method. They work from a linear model in which the practitioner analyzes a symptom, makes a diagnosis, treats the apparent problem with an intervention of some sort and then waits to see what difference the intervention made. When the symptom goes away, the practitioner concludes that the problem is “fixed”. Particularly in today’s first paced and high-stress environment, the patient soon experiences other problems with other symptoms. Too often, the patient tragically assumes that discomfort is what life is all about and resigns to a lower quality of life than could otherwise be had.

In our present century, OD is counted on to improve organizations that are operating in a quite different environment than that of the late 20th century. The nature and forms of organizations are changing dramatically. The field of organization development requires its own evolution to accommodate the evolution of organizations including CBO. Thus here is a new definition of organization development.

“Organization Development is the attempt to influence the members of an organization to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for
their own actions as organization members. The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals. And that when this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding” (Neilsen, “Becoming an OD Practitioner”, Englewood Cliffs, CA: Prentice-Hall, 1984, pp. 2-3).

This definition places priority on "candidness" of organization members and their taking "greater responsibility for their own actions.” This definition places priority on nurturing the authenticity needed for members to continuously learn from themselves and each other. As Terry asserts: “authenticity self-corrects” (from “Authentic Leadership: Courage in Action”, San Francisco, CA: Jossey-Bass, 1993). This definition is probably one of several that could serve as basis to define or suggest what a CBO is presently.

To fully appreciate changes in community-based organizations, we need to consider case study research as a process which serves as a model for most OD interventions. As an example relevant to this investigation is the case of Centennial School. The director spearheaded new development of a vision and goals that would serve to distinguish the school from other service delivery options for students with emotional and behavioral disorders as well as guide future practice (George, 2000).

In the process of managing change, teachers and staff were asked to reflect on their assumptions about the probability of student behavioral change,
and how their own beliefs and behaviors may be inadvertently contributing to problems. In addition, an important initial step in developing a vision and mission statement was to ask school staff to contemplate and collectively respond to questions adapted from the work of Kameenui and Simmons (1990):

What do we want our school to look like? How do we want students to treat one another? How do we want students to treat staff? How do we want students to remember us at year’s end? How do we want students to remember us 10 years from now?

To guide the process they used action research. French and Bell (1990) describe Action Research as a "process of systematically collecting research data about an ongoing system relative to some objective, goal, or need of that system; feeding these data back into the system; taking actions by altering selected variables within the system based both on the data and on hypotheses; and evaluating the results of actions by collecting more data." The steps in Action Research are (Burke, 1982 and Rothwell, Sulvan & McLean 1995) as follows:

a. **Entry.** This phase consists of marketing, i.e. finding needs for change within an organization. It is also the time to quickly grasp the nature of the organization, identify the appropriate decision maker, and build a trusting relationship.

b. **Start-up and contracting.** In this step, we identify critical success factors and the real issues, link into the organization’s culture and processes, and clarify roles for the consultant(s) and employees. This is also the time to deal with resistance within the organization. A formal or informal contract will define the change process.
c. **Assessment and diagnosis.** Here we collect data in order to find the opportunities and problems in the organization. For suggestions about what to look for, see Rouda & Kusy, 1995, on needs assessment. This is also the time for the consultant to make a diagnosis, in order to recommend appropriate interventions.

d. **Feedback.** This two-way process serves to tell what we found out, based on an analysis of the data. Everyone who contributed information should have an opportunity to learn about the findings of the assessment process (provided there is no apparent breach of anyone's confidentiality.) This provides an opportunity for the organization's people to become involved in the change process, to learn about how different parts of the organization affect each other, and to participate in selecting appropriate change interventions.

e. **Action planning.** In this step we will distill recommendations from the assessment and feedback, consider alternative actions and focus our intervention(s) on activities that have the most leverage to effect positive change in the organization. An implementation plan will be developed that is based on the assessment data, is logically organized, results-oriented, measurable and rewarded. We must plan for a participative decision-making process for the intervention.

f. **Intervention.** Now, and only now, do we actually carry out the change process. It is important to follow the action plan, yet remain flexible enough to modify the process as the organization changes and as new information emerges.

g. **Evaluation.** Successful OD must have made meaningful changes in the performance and efficiency of the people and their organization. We need to have an evaluation procedure to verify this success, identify needs for new or continuing OD activities, and improve the OD process itself to help make future interventions more successful.

h. **Adoption.** After steps have been made to change the organization and plans have been formulated, we follow-up by implementing processes to insure that this remains an ongoing activity within the organization, that commitments for action have been obtained, and that they will be carried out.

i. **Separation.** We must recognize when it is more productive for the client and consultant to undertake other activities, and when continued consultation is counterproductive. We also should plan for future contacts, to monitor the success of this change and possibly to plan for future change activities.
To summarize many of the most widely used methods for managing organizational change with large groups was gathered by Smith and Smith (1994), and by Bunker and Alban (1992). According to them, the major features of large-scale, real-time change management process include:

1. the theory-base uses less action research and discrepancy theory, and focuses on application of systems theory (Senge, 1994)
2. the data base source is no longer internal to the organization, but now involves both the organization and its environment (an open-systems approach)
3. the data base, which formerly had limited availability, is now widely shared throughout the organization
4. time: what was formerly a slow "waterfall" process is now a fast, quick response which results in immediate action taking place
5. learning moves from the individual or unit to the whole organization
6. the responsibility and accountability moves from senior management to a mixture of senior management plus the whole system
7. the consultant role, formerly reserved for data collection and feedback, now also includes structures and facilities for data analysis and action planning
8. the change process moves from incremental change to fundamental, organization-wide change.

We should point out the fact that, this all goes back to Kurt Lewin (1951). The basic outline of the OD interventions are to first "unfreeze" the current situation so change can occur, then to make changes, and finally to refreeze the new situation in place. Depending on the purpose of the study and what has been described in the literature regarding formation, growth, development and change in community-based organizations within the context of adult education, I am convinced in their ability to adopt change. Since the theme of
growth, development and change in CBO is still evolving as an important area, many aspects of it need researcher’s attention. However, for the purpose of narrowing down my research focus based on literature review, I will study how Somali community-based organizations in the Twin Cities form and maintain growth, development and manage change.

The findings will be compared with some of the stage models of CBO development described in the literature review as the theoretical (conceptual) framework for this study for comparison purpose. It is noteworthy that there is no commonly agreed model that depicts the process of growth, development and change in immigrant community-based organizations. However, for the purpose of comparison I selected Knapp’s ten stage developmental model because that model includes many elements described in other models and its comprehensiveness. Further, Knapp has identified type of competencies practiced in human development to different stages which will also be useful method for comparison purposes to come up with suitable skills to manage change.

As evidenced in this literature review, there are major academic milestone on scholarly work on community based organization but no major work has focused on Somali Community Organizations in Minnesota. Since I have substantial amount of experience working with immigrant community-based organization program such as program initiation, development,
implementation, I selected Somali community-based organizations in the Twin Cities as my research location. Therefore, my target research participants will be Somali community-based managers who are involved in managing and directing the SCBO activities.
CHAPTER 3

Research Methodology and Methods

Introduction:

Research questions dictate methods of data collection, evaluation and analysis. The research question this dissertation seeks to answer is: what impact does culture, experience, education and access to funding have on the development and success of Somali Community-based Organizations (SCBO) in the Twin Cities, Minnesota? In addition to the above, this dissertation also seeks to establish how Somali Community Organization, develop, grow and manage change? Answers to these questions can be derived from either conducting a quantitative or qualitative research or by combining both methods of research and data analysis. Each set of methodology, research practices and data analysis techniques and approaches, could generate very distinct and even complementary answers to these broad questions.

Qualitative research is referred to by a variety of terms, reflecting several research approaches. Field research is often used interchangeably with qualitative research to describe systematic observations of social behavior with no preconceived hypotheses to be tested (Rubin & Babbie, 1993). Qualitative research is also referred to as naturalistic research or inquiry (Taylor, 1977) into everyday living. Direct observations are made of human behavior in everyday life. Drawing on symbolic interaction theory (Blumer, 1969), naturalistic
researchers believe that gaining knowledge from sources that have “intimate familiarity” (Lofland, 1976) with an issue is far better than the “objective” distancing approach that supposedly characterizes quantitative approaches (Haworth, 1984). Zurcher (1983) used this method of research by observing football game or riding on airplane.

As I see it, qualitative research is concerned with nonstatistical methods of inquiry and analysis of meaning of social phenomena. This technique draws on an inductive process in which themes and categories emerge through analysis of data collected by use of interviews, observations, videotapes, case studies, etc. Qualitative research samples are usually small and are often purposively selected. It uses detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under investigation.

Quantitative research differs from qualitative in that the former is characterized by the use of large samples, standardized measures, a deductive approach, and highly structured interview instruments to collect data for hypothesis testing (Marlow, 1993). In contrast to qualitative research, in quantitative research easily quantifiable categories are typically generated before the study and statistical techniques are used to analyze the data collected. Both techniques are designed to build knowledge; they can be used as complementary strategies.
There are a number of advantages of qualitative methodologies that have been noted in literature. Descriptive, inductive, and unobtrusive techniques for data collection are viewed as compatible with the knowledge and values of the social research work (Epstein, 1988). In situations where social researchers are faced with issues and problems that are not amenable to quantitative examination, qualitative methods have been advocated (Sherman & Reid, 1994). The social-psychological bases of qualitative research suggest that it is compatible with the person-in-environment paradigm of social research practice (Epstein, 1988; Taylor, 1977).

According to Gilgun (1994) qualitative approaches are similar in method to clinical social work assessments. He claims that clinicians rely on interviews to gather data on a patient's issues in the context of the environment. Like clinician’s qualitative researchers are trained to look at each case individually, without imposing preconceived notions or attempting to generalize to all patients having a specific problem. Just as clinicians keep running accounts of contact with a patient in the form of process recordings or patient records, qualitative researchers maintain field notes and documents on their research (Gilgun, 1994; Marlow, 1993).

In studies of complex human systems such as families, community-based organizations, and communities, qualitative methodology may be the most appropriate research strategy (Reid, 1987). Researchers of relations
(family) now extol the benefits of qualitative methodologies in gaining
Verstehen (Weber, 1947), or understanding, of the dynamic processes,
meanings, experiences, communication patterns, individual and family
constructions of reality (Daly, 1992). Human service organizations and field
settings provide unique opportunities for the qualitative study of social
processes.

In addition, qualitative approaches have the advantages of flexibility, in-
depth analysis of rich text, and the potential to observe a variety of aspects of a
social situation (Babbie, 1986). Hence, a qualitative researcher conducting a
face-to-face interview can quickly adjust the interview schedule if the
interviewee's responses suggest the need for additional probes or lines of
inquiry in future interviews. Moreover, by developing and using questions on
the spot, a qualitative researcher can gain a more in-depth understanding of the
respondent's beliefs, attitudes, perception, or situation. During the course of an
interview, this researcher was able to note changes in bodily expression, mood,
voice intonation, and environmental factors that might influence the
interviewee's responses. Such observational data was of particular value when
a respondent's body language runs counter to the verbal response given to an
interview question.

In this study, the researcher chose to use and rely on qualitative research
methods of data collection and analysis. In particular, data were obtained
through open ended questionnaires from face to face interviews, and results are based on descriptive case study to analysis of rich texts. According to Stake (1995), “a qualitative case study is as an intensive, holistic description and an analysis of a single instance, phenomenon, or social unit”. Merriam (2009) and Yin (2002) concur. They consider a case study as an end-product of field oriented research. And, a case can be a single entity or a group/cluster of units.

There are other types of case studies for example involving a person, a program, a group such as a class, a school, a community, a specific policy” (Merriam, 1998, p. 27). Merriam argues further that, it is a bounded system or an instance of some concern, issue, or hypothesis. She further emphasizes it can also be “particularistic, descriptive, and heuristic” (Merriam, 1998, p. 29). Descriptive means that the end product of a case study is a rich, “thick” description of the phenomenon under study. I share these scholarly views on qualitative case study research and I have adopted them to present findings from my field research.

This chapter delineates population and sample, research process and instruments and methods of data collection and analysis. Data for this dissertation were collected through in-depth interviews with representatives of eight community organizations in the Twin Cities, Minnesota, between April to August of 2008. It begins with an in-depth analysis of population and sampling methods and then the researcher
discusses the process of research instrument development. This was followed by how the research instrument was used in data collection to answer the main research question and other pertinent questions entailed in this study. Lastly it lays out how data were collected and analyzed. The chapter concludes with a summary of the salient issues in this process. Before carrying out this research, a research proposal and plan was submitted to the University of Minnesota Institutional Review Board (IRB) as a Category 2 Exempt Study, not involving a vulnerable study population. Attached is a summary of the steps involving research methods, data collection and procedures and IRB letter of exemption.

**A Summary of Research Procedure:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Library research for secondary sources and information on Somali Community Organizations in the Twin Cities.</td>
<td>October 2006 – March 2007</td>
</tr>
<tr>
<td>Step 2</td>
<td>Developed a comprehensive list of Somali Community Organizations and isolated relevant literature for reference.</td>
<td>April – June 2007</td>
</tr>
<tr>
<td>Step 3</td>
<td>Consulted with experts, community members and practitioners on the accuracy and relevance of my list</td>
<td>July – September 2007</td>
</tr>
<tr>
<td>Step 4</td>
<td>Developed a draft questionnaire to test and validate questions for this research.</td>
<td>October 2007</td>
</tr>
<tr>
<td>Step 5</td>
<td>Revised questionnaire based on feedback</td>
<td>November 2007</td>
</tr>
<tr>
<td>Step 6</td>
<td>Tested the questionnaire using three organizations for validity through face to face contact interview</td>
<td>Dec. 2007- January 2008</td>
</tr>
<tr>
<td>Step 7</td>
<td>Refined the questionnaire.</td>
<td>February 2008</td>
</tr>
<tr>
<td>Step 8</td>
<td>Recruitment of participants (recruited 12 only 8 agreed to be interviewed).</td>
<td>March 2008</td>
</tr>
<tr>
<td>Step 8</td>
<td>Conducted interviews to collect data</td>
<td>April - August 2008</td>
</tr>
<tr>
<td>Step 9</td>
<td>Transcribed interviews</td>
<td>September 2008</td>
</tr>
<tr>
<td>Step 10</td>
<td>Translated interviews</td>
<td>October to November 2008</td>
</tr>
<tr>
<td>Step 11</td>
<td>Analyzed data</td>
<td>December 2008 to Jan. 2009</td>
</tr>
<tr>
<td>Step 12</td>
<td>Writing the report for this dissertation</td>
<td>February 2009 to June 2009</td>
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Population and Sample: Community-based Organizations

This study is about Somali Community-Based organizations. These organizations adhere to stipulated definition of an organization discussed above. They are bounded autonomous units of analysis that can be studied and analyzed on their own merit. Community organizations are developed and managed by individuals. These individuals can also be subjects of analysis on their own merit since they make up part of the organization and are worthy of study as leaders of these organizations. Patton (2002) states that there can be single or multiple units within a case, this study not only focuses on organizations but also those who manage and lead these organizations on a daily basis. In essence, this study is about Somali Community Based Organizations and their leaders and/or managers.

Criteria for Selection of CBOs

There are currently twenty-five Somali Community Organization registered with the Minnesota Secretary of State Office. Out of these twenty-five only twelve or 48% are functional and operating by providing services to individuals and organizations. For this dissertation, I interviewed eight of the twelve operating organizations representing 67% of Somali Community Based Organization in Minnesota. This is more than an adequate sample and represents the diverse groups of Somali Organizations in the Twin Cities, work
structure and services. There are also other mitigating factors that influenced the choice of Somali Community Organizations. Patton (2002) states that the strategy for selection of participants depends on the purpose of the study, the resources available, the questions being asked, and also, the constraints the researcher is likely to face (p. 244). Patton’s views on participant selection influenced the choice of organizations and individuals interviewed for this dissertation in the following manner:

Qualification of the Researcher

First, I belong to the Somali immigrant community and have personal knowledge of the travails and predicaments of the community right from North East Africa and even after they settle in the United States. This gave me an advantage in working and obtaining information from research subjects. Second, I have worked as a community activist, organizer and leader in Africa and now in the United States. As a community leader dedicated to the plight of immigrants in the United States, I developed, and managed one of the most successful Somali Community Organizations in Minnesota. I am currently the CEO of New Americans Community Services; a non profit organization based in St. Paul, Minnesota.

New Americans Community Services is a recognized and reputable organization which provides social, economic and health services to African
immigrants in Minnesota. This organization services range from conducting health research, running a culturally sensitive healthcare clinic, job training and placement, immigration services, financial education, Volunteer Income Tax Assistance (VITA), and other auxiliary services. From this perspective, I have years of accumulated experience and knowledge of the nonprofit industry that informs my work. Third, the choice of the Twin Cities was based on accessibility and proximity to the communities involved in this study. Majority of Somali Community Organizations are found in urban places with large clusters of Somali population. Out of the estimated 30,000 Somalis in Minnesota, over three quarters live and work in the Twin Cities.

Organizations are complex entities. They not only have operational structures, they also have employees who design, develop, implement, supervise and evaluate the organizations’ vision, missions, goals and projects. A typical Somali Community Organization has an average of three employees and the number largely depends on the size, number of persons, and the projects under implementation. Twin Cities Somali Community Organizations have a manager, often referred as the Director. While the researcher could have interviewed all employees, clients served including past and present in these various organizations in order to get a broader and a variety of perspectives about the services provided, the researcher chose to focus on interviewing

20 See NACS community assessment report 2009
managers. These managers are well positioned to articulate the history of their organizations’, fund raising efforts, project design, planning and development, implementation, profile of clients served over time and perhaps most important, their organizations’ growth, challenges and future plans.

The selection of managers interviewed for this work as (Patton 2002) has argued was based on “purposeful sampling.” Purposeful sampling emphasizes selecting information rich cases to gain an in-depth understanding of a phenomenon. And as I have stated previously, I selected organizations and managers to interview because they have a wealth of information based on their previous work. I interviewed eight managers for this study. Managers selected and interviewed were required to have an on going management role in a community-based organization and the organization ought to have been operating continuously for at least three years or achieved meaningful success in the provision of social, education, economic and health services. Measurement of success is very subjective and dependent on what is being measured. In this study, success was evaluated and determined by the duration of operation and number of clients served over a given period. The researcher determined three-year of continuously sustained operation as an adequate measurement of success. It is assumed that during those years, managers develop a close relationship with the organizations they work for and can provide thick descriptions texts regarding various stages and critical
incidences and stages of the organizations development. The other criterion required managers or the organization to have partnered or collaborated with at least one or two organizations on projects/programs where they interacted closely and continue to maintain some working relationship.

Ability to communicate is critical to the success of every enterprise. While language is important and critical for the success of this research, I did not have to contend with these limitations. I am both fluent in English and languages spoken in East Africa including Somali and Kiswahili. To some extent this was not so much a factor in the decision regarding who to interview. Those who spoke and could only understand Somali language were interviewed in Somali, and then that information was translated and transcribed for later use. The ability to speak and understand Somali language made it possible for the researcher and those interviewed to relate easily and ascribe meanings to some words, or issues that had no equivalent meaning in English.

**Participants Recruitment**

There are now a number of Somali Community Based Organizations. About 25 are registered with the Minnesota Secretary of State Office, but there are also others who work on quasi – formal communal network without formalizing their operations. While the work that the quasi-formal Somali
Community Organizations is important and of tremendous value to community members, this dissertation focuses on those that have formalized their operations by registering with the Minnesota Secretary of State Office.

Participant recruitment for this dissertation was accomplished in three distinct phases. The first phase involved conducting elaborate library research to develop a data base of community organizations that serve Somali immigrants in Minnesota. During this phase, I consulted directories of non-profit organizations in the United States, Minnesota and the Twin Cities, most of these are held at the University of Minnesota Libraries. I have also searched Minnesota Department of Human Services records. I complimented my library research with internet academic search engines including Google to identify community organizations in Minnesota with or without web presence. Evidently, only a handful of organizations such as New Americas Community Services, Confederation of Somali Community in Minnesota and African Immigrants Community Services have a well designed and established website. This process was partly to establish if there were any scholarly literatures on Somali Community Organizations. I also used the Minnesota Secretary of State Registry and the International Institute of Minnesota ethnic organizations directory to narrow down my list of Somali Community based organizations. This phase yielded an extensive list of organizations focused on ethic groups including those that serve individuals of Somali descent. After developing this
data base of “ethnic” non-profit organizations, I drilled down the data to identify and isolate those that were relevant to this research. As I explained earlier, I was interested in organizations that were founded and developed by individuals of Somali descent. To determine which organizations were founded by individuals who were of Somali descent, I embarked on the second phase of participant recruitment.

The second phase involved “Community outreach”, and entailed calling and visiting organizations on the researches data base. The data for this phase was collected through brief telephone interviews, organization websites searches, and sometimes visits to organizations to speak with the management. Through formal and non-formal conversations, I was able to collect information relating to the establishment and management of the organization. Based on activities during this phase, I was able to narrow down a list of twelve potential organizations and twelve leaders were recruited for interview.

During the third and final phase of this process, I developed a list and used community network and knowledge of the organizations to establish the validity and authenticity of which ones were operating. It was clear through this exercise that there are a number of organizations appearing on the Minnesota Secretary of State list but stopped operating many years ago. This is why using community networks were crucial to authenticate the list and identify organizations for this study. My search for viable organizations and
managers to interview ended when the researcher realized, he had reached a point of redundancy. According to Lincoln and Guba (1985), the size of the sample can be determined at the point of redundancy of information. Hence, they suggest the point of redundancy is the limit of sample. Kruger (2002), recommend beginning with a small number of cases, if needed, until theoretical saturation or redundancy is reached. The process just described was exhaustive enough to the point I reached the decision to interview twelve cases. Also, note that even if I had intended to interview more organizations in the Twin Cities, it was difficult to find well structured functional Somali community-based organizations managers who fit the criteria I stipulated above. There are only few numbers of Somali community-based organizations delivering human and social services in formal setting that qualified for this purpose.

After establishing the organizations I was going to work with, I contacted the twelve organizations’ managers by phone and notified the managers that I would be sending a letter requesting an interview. All letters were carefully written giving the managers the discretion to accept or decline invitation. Each letter was mailed together with a consent form detailing what the interview will entail; duration, how the information gathered was going to be used and only those who returned the consent letter were interviewed. I sent twelve letters of invitation and only eight organizations wrote back expressing
willingness to participate in this process. In my response, I expressed my appreciation for their willingness to participate and indicated I would contact them with details about the interview date, time and venue. This process was accomplished in compliance with IRB requirements of research involving human subjects.

Research Instrument Development

This dissertation utilized two instruments, an interview schedule and a questionnaire. The questionnaire which is the foundation for this dissertation was developed in a number of phases and in consultation with experts, community members and the use of literature on community organizations in general and in particular Somali Community Organizations in the Twin-Cities. The schedule for this research is summarized in the table shown on page 91 of this chapter. The process and work on this dissertation begun in October 2006 with extensive reading on the Community Organizations. As part of this exercise, I consulted a number of scholarly journals (see the bibliography) and recent materials including older pivotal scholarship on Community Organizations, Adult education, HRD, OD and the non-profit sector in general. It ended in September 2009 with the writing of this dissertation.

Paton’s work was especially insightful in outlining the process and goals for conducting interviews. He notes “interviews are important for they allow
the researcher to capture the perspective of the person being interviewed.”
(Paton, P. 278). Also relevant and useful in developing the questionnaire were
several theoretical models on relationship building and development.
Readings on the subject provided information on various steps that
individuals, organizations, communities, corporations, schools and faith-based
organizations go through to build sustainable functional relationships. One of
the most popular models for understanding relationships is Marks Knaap’s
Relational Stages Model. This model focuses on relationship involving two or
more individuals, entities, organizations and communities. Other models
include Duck’s Relationship Filtering Model. These models are essential for
understanding, development, growth and change in Somali Community
Organizations in Minnesota. Most of these organizations, as evident in
findings discussed later in this dissertation, are resource constrained and
demands for their services far exceeds their capacity. In order to continue to
provide the services they offer it is imperative they develop relationships with
other organizations for sustenance, expansion and growth as most of those
discussed in this dissertation will show.

Knapp’s Relationship Development stages include: initiation,
experimenting, intensifying, integrating and boding as part of relationship
building. It also has stages of relationship termination. These stages include;
differentiating, circumscribing, stagnating, avoiding and terminating. This
study incorporates various aspects of relationship building and termination stages in an effort to answer various aspects of Somali Community relationship building as growth and sustainability strategy. In the following section, I will outline the description of interview instrument development.

**Questionnaire as an Interview Instrument**

Interview instrument is comprised of semi structured open ended questions aimed at guiding the interview process to elicit information required to answer questions pertinent to this study. The questionnaire is divided into three distinct parts: **Part one** comprises questions on the biography of Somali Community Organizations and the leaders or managers who run these organizations. Additional information was obtained from organizations’ websites where there were three. **Part two** has questions on the background history of the organization. These questions were aimed at establishing motives for the founding of individual organizations, when that happened, individuals or organizations that were involved in the founding and ways in which each organizations has expanded its services.

This section also sought to document and understands challenges confronting each organization and the extent to which variables such as the level of management education and experience, culture, financial management and use, technology skills affect the success and performance of these
organizations in delivering services to communities. Part three utilizes Knapp’s stages model for understanding how Somali Community Organizations develop relationships with: clients, partner organizations, management and board members and other institutions or stakeholders (See the questionnaire at Appendix C, page 210). The development of this instrument involved two drafts and comments from experts, community members and the literature were used to refine the final questionnaire used in this study. The questionnaire was developed in English, Swahili and Somali. These are the languages likely to be spoken by those interviewed for this work (See attached questionnaire).

Data Collection

All interviewees were contacted through email and telephone to obtain time and an interview venue. Interviews were conducted between April and August 2008. Prior to the taping session, each interviewee received and signed an interview consent form to authorize tapping of the session and a copy of the interview guide two weeks prior to the actual interview. All interviews were tape recorded either in English or the native language of the manager in instances where they could not communicate in English well. The later was rare but was mitigated by the interviews language expertise in the local languages of those who were interviewed. Interviews lasted for approximately
one and half to two hours with the researcher asking probing questions to elicit information deemed by the interviewees as essential for understanding their work and involvement with the organization. All interviews were conducted in venues chosen by the interviewees. This was perceived as necessary for less destruction and to make interviewees comfortable during this process. Most individuals interviewed serve as leaders and or managers. They have a wealth of experience and each draws extensively from prior professional background, community network and activities to inform their work with current organization. Below is a profile of those individuals and organizations discussed in this study.

Profile of Leaders Interviewed

The managers interviewed for this study have a diverse background from terminal degrees in medicine, public health, social science to no adequate education. Nevertheless each manager has unique attributes they bring to community service industry21.

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Profile of Organizations Represented in this Study

Organizations discussed in this study were founded between 1992 and 2007. Many spent approximately between 2-3 years working in their communities without 501 (c) (3) tax exempt status. The dates indicated above represent dates of actual registration. They provide services ranging from health education in the areas of mental health, nutrition, HIV and AIDS, Maternal and Child Health, insurance, preventive health, employment and other auxiliary services. They also train new immigrants to acquire skills for the American market place and provide support services for resettlement and housing. Evidently, these organizations are the launch pad for most immigrants from Africa.
Data Analysis

Data analysis for this study followed after a lengthy period and process of translation and transcription. Since this study involves descriptive case study, each case and transcript was carefully analyzed to identify patterns and issues pertinent to the research question. While each organization is unique in terms of the services they provide, history and even management, there were obvious similarities that will be discussed at length in the results portion of this study.

The researcher undertook several steps in analyzing content from the questionnaires after they were transcribed and translated. The first step entailed reaching each case study in its on merit and in totality. The goal of this exercise was to provide me with an opportunity to document the history and activities of each organization and more important the role various leaders have played in the development of those organizations and the extent to which they have been instrumental in steering and managing change. I was also interested in finding out how culture, education background and experience of each leader impacted the development of each organization.

The second step involved reading and isolating themes and sentences, quotations used to support sections of the result presentation. Some of the more recurring themes the researcher noted and will be discussed in later parts of this dissertation include the connection between recognition of community needs and
the imperative to find a solution to those needs among the founders of this
organizations. The other recurring theme includes financial challenges that
compound the magnitude of community responsibility and demands that each of
these organizations have to deal with. During this process the researcher
underlined main sentences and ideas that discuss and describe the impact of
culture, education, financial literacy and other variables that might impact the
success of community organizations. The last section involved outlining the
structure of the case study. No coding of themes was undertaken in this study but
the researcher reviewed each transcript several times for validity.

Summary:

This chapter has discussed processes and procedures I used to
determine the population and sample size for this study. It is based on an
These organizations work in the Twin Cities metropolitan area and were
chosen by the researcher because of pragmatic reason and their proximity. The
chapter also discusses at length the research instrument and the methods and
steps involved in developing one and how each is part of the questionnaire, in
data collection. The last part involves a discussion of how the data collected
was analyzed.
CHAPTER 4
FINDINGS

This chapter is divided into two sections. In the first section, I summarize the major findings of this research and then I illustrate them through case studies. The case studies are based on ethnographic descriptions of histories of organizations studied, their work, management and the challenges they face as they strive to develop, progress, advance and grow. The goal is to identify patterns and process typical of formation growth and development of Somali community organizations in Minnesota.

The origins and establishment of Somali Community-based organizations registered as 501 (c) (3) in Minnesota in closely linked with the history of political turmoil in the horn of Africa and the East Africa region in general. In the late 80s and the 90s Somalia was in political disarray as tribal and clan ethnic civil war tore the country apart. To date Somalia has not recovered from that turmoil. The result was a number of individuals fled from Somali and found refuge in refugee camps based in Kenya and other neighboring countries. From refugee camps in Kenya and other countries, a good number including the writer of this dissertation left to seek refugee or asylum in the United States, Canada, Europe, the Middle East and other parts of the world. While massive African migration to the United States dates back to the 16th century era of the trans-Atlantic slave trade, Africans have
progressively come to the United States for higher education, economic
opportunities, and tourism. Since the 1970s, a new wave made of individuals
who were dislocated by the civil war torn East African region (first from
Ethiopia) begun to arrive in the United States. Many of these individuals had
lost family members, their means of livelihood and often most were women
with very minimal education. Upon arriving in the United States as refugees
they were confronted with a new culture, no means of livelihood, mental
trauma and overall the inability to function effectively. It is against this
background that the eight non-profit community organizations interviewed for
this thesis were founded by either individuals of Somali descent who had come
here as refugees themselves, or in some professional capacity in early 1990s.

**Summary of findings**

There are key patterns indefinable in the nature of establishment,
growth and expansion of these organizations. The earliest was founded in 1992
and the most recent in 2007. See Table 4-1 next page.
This chronology reflects the time frame during which numbers of Somalis arrived in the United States in the 1990s and are still trickling in especially to Minnesota.

Somali Community Organization varies in terms of size, the number of clients they serve per year, management styles and the size of their budgets.

The highest funding received by the organizations in this study’s sample is $600,000 and the lowest is 0 dollars during the duration of this study. See the Table 4-2 below:
Funding and Budgets

Table #4-2

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>SOURCES OF FUNDING</th>
<th>BUDGET IN THOUSANDS $</th>
<th>HIGHEST FUNDING ATTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somali Women Association</td>
<td>Foundations</td>
<td>385</td>
<td>500</td>
</tr>
<tr>
<td>African Community Organization</td>
<td>MN Dept. of Health.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Somali Family Services</td>
<td>Foundations</td>
<td>&lt;10</td>
<td>10</td>
</tr>
<tr>
<td>Health and Education Association for Development</td>
<td>Foundations</td>
<td>&lt;100</td>
<td>100</td>
</tr>
<tr>
<td>Confederate of Somali Community in Minnesota</td>
<td>Foundations &amp; Gov</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Benadir Association of Minnesota</td>
<td>Foundations</td>
<td>120-325</td>
<td>325</td>
</tr>
<tr>
<td>East African Health Project</td>
<td>Foundations</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>African Immigrant Community Services</td>
<td>Foundations &amp; Gov</td>
<td>&lt;100</td>
<td>&lt;100</td>
</tr>
</tbody>
</table>

Source: Interviews 2008-2009

**FUNDING/BUDGETS**

Most of the funding is derived private foundations, the federal government, and the state of Minnesota. In Minnesota the Department of Health and the Department of Human Services has funded a health care education outreach, employment and social services grants. The major organizations that fund these organizations and corporations are Otto Bremer Foundation, Minneapolis Foundation, The Saint Paul Foundation, Blue Cross Blue Shield of Minnesota, American Express, Greater Minneapolis Council of Churches and numerous other family foundations.
**Reasons for Establishment**

The establishment of these organizations was motivated by four major factors: Recognition of social needs of immigrant and refugee communities and the desire to meet those needs. Here are some of their recurring reasons described in the interview transcripts of these organizations.

a. Health education (disease awareness outreach e.g. HIV/AIDS, chronic diseases, healthy living, mental health,) this takes the form of educating individuals on prevention and encouraging them to seek medical help to prevent adverse consequences. As lifestyle changes health motivated problems (such as cholesterol for lack of mobility) associated with what we may call “immigrant’s syndrome” sets in.

b. Navigation of American health care system, structures, how it functions and how refugees and immigrants can access this services

c. Literacy programs (ESL, computer training, employment skill development); Youth programs (auxiliary services such as tutoring and mentoring for motivation and positive living). ESL aimed at assisting with English language and communication skills to communicate with doctors, a variety of social setting and to fit within the new community, etc.

d. Self-Sufficiency through the East African Business Development initiatives such as Cab-drivers program, small business development in order to be self-employed and productive members of the community.
e. Community health and wellness (a sense of belonging and support characterized by dislocation to a new environment and a new culture-through the creation of community centers for cultural events and celebration)

f. Social Services (varied driving clients to hospitals, grocery stores, filling papers for immigration, courts, schools, hospitals and clinics)

2) Familiarity with the culture

3) Funding Availability

4) Philanthropy and the desire to use one’s educational knowledge and prior experience to cater for the needs of the community. These factors are discussed in detail in chapter five.

Services

These organizations provide human and social services which include resettlement, daily living support activities, language interpretation and translation services, employment training and placement, English as a second language, legal assistance, community health and wellness, women and youth programs. Four of the organizations interviewed for this work provide health education outreach services aimed at educating Somali immigrants and refugees about the nature of the American health care system and how it works. These organizations also educate immigrants about disease prevention and measure against contracting HIV/AIDS, Tuberculosis, mental illness and environment and life
style related diseases. The ages of individuals who access these services range from 12-to 100 years but predominately 12-70 years. Only one organization offers gender specific services targeting women. See Table 3 below:

### SERVICES BY AGE AND GENDER

<table>
<thead>
<tr>
<th>Organization</th>
<th>Services</th>
<th>Target Age Group</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somali Women Association†</td>
<td>Social Services</td>
<td>12-22</td>
<td>F</td>
</tr>
<tr>
<td>African Immigrant Community Service</td>
<td>Social Services</td>
<td>18-100</td>
<td>F/M</td>
</tr>
<tr>
<td>Somali Family Services Health and Education Association for Development</td>
<td>Health ED</td>
<td>18-76</td>
<td>F/M</td>
</tr>
<tr>
<td>Confederation of Somali Community in Minnesota</td>
<td>Health &amp; ED</td>
<td>18-100</td>
<td>F/M</td>
</tr>
<tr>
<td>Benadir Association of Minnesota</td>
<td>Social Services</td>
<td>15-22</td>
<td>F/M</td>
</tr>
<tr>
<td>East African Health Project</td>
<td>Health ED</td>
<td>18-100</td>
<td>F/M</td>
</tr>
<tr>
<td>African Immigrant Community Services</td>
<td>Health ED</td>
<td>18-100</td>
<td>F/M</td>
</tr>
</tbody>
</table>

Source: Interviews 2008
† Somali Women Association is no longer in operation.

### Strategies for Growth and Expansion

The results of this study reveal that Somali Community-based Organizations lack clear strategy for growth and expansion. Clearly evident is the duplication of services and competition for the limited government, private individual donors and foundations fund. An analysis of point of entry and competitive advantage would accord these organizations a clear foresight for
resources and provide unique services. In the next section I discuss and analyze their growth strategy for development.

The first strategy is a broad service provision strategy adopted by Confederation of Somali Community in Minnesota, Banadir Association, Somali Family Services and African Community Organization. These organization focus on providing a broad spectrum of social services including on occasion as funding permits for health education and outreach. The problem with this approach to organization development is that they are spread too thin to curve out a niche for competition for grants and services. This is clearly a policy issue dictated often by the nature of funds available for programs. A number of organizations interviewed for this thesis indicated that on several occasions they have discontinued programs when funding for those programs ceased. This knee jerk reaction to organization development has no room for growth in any particular area or expansion. The Confederation of Somali Community in Minnesota is a striking example to illuminate the intricacies of spreading the resources of the organization too thin and a funds driven organization. This organization offers an array of services ranging from ESL, Youth Group, Women’s social welfare programs, health outreach, employment, legal assistance, and advocacy. As a result this organization has achieved vertical as opposed to horizontal growth. In other words, while
growth could be achieved in many ways, this organization has achieved growth in offering a wide array of often fragmented services.

The second strategy is a focused niche approach to growth and development. Somali Community organizations that strive to adhere to this approach are East African Health Project, Health Education Association for Development and African Immigrants Community Services focus on the provision of health outreach and education programs. The only organization with a gender focus is the Somali Women Association but like the first group, emphasis is on the provision of social services. While a focused approach has been found to yield positive and quick results, the programs offered by these organizations are funding driven. As such program life span is very limited and lack sustainability. This has important implication on theories of organization development that often assumes a given trajectory without incorporating other extraneous variables that may impact the work and the workings of the organizations.

Interviews conducted with all the organizations suggest that growth has been achieved through building partnership. As discussed in each individual organization’s ethnographic study, these partnerships were not achieved after analysis of the strategic strengths of the partnering organizations to leverage each organization’s strength for growth and expansion. My own analysis reveal they are measures for convenience often meant to mitigate against
financial difficulties experienced by virtually all organizations in this study. Table # 4-4 presents a summary of the various strategies used by these organizations.

**Strategies for Expansion and Growth**

**Table # 4-4**

<table>
<thead>
<tr>
<th>Organization</th>
<th>PARTNERSHIPS/ COLLABORATION</th>
<th>OTHER STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somali Women Association</td>
<td>Yes</td>
<td>Gender Specific</td>
</tr>
<tr>
<td>African Community Organization</td>
<td>Yes</td>
<td>Broad</td>
</tr>
<tr>
<td>Somali Family Services</td>
<td>Yes</td>
<td>Broad</td>
</tr>
<tr>
<td>Health and Education Association for Development</td>
<td>Yes</td>
<td>Focused</td>
</tr>
<tr>
<td>Confederation of Somali Community in Minnesota</td>
<td>Yes</td>
<td>New Programs/Variety Services</td>
</tr>
<tr>
<td>Benadir Organization</td>
<td>Yes</td>
<td>Broad</td>
</tr>
<tr>
<td>East African Health Project</td>
<td>Yes</td>
<td>Focused</td>
</tr>
<tr>
<td>African Immigrant Community Services</td>
<td>Yes</td>
<td>Focused</td>
</tr>
</tbody>
</table>

Source: Interviews 2008

**CASE STUDIES**

**The Confederation of Somali Community in Minnesota (CSCM)**

The Confederation of Somali Community in Minnesota was founded in 1992, but attained legal status as 501 (c) 3, non-profit organization in 1994. The originators of this organization are two University Professors, Abdi Samatar and Ahmed Samatar. In its early years, this organization had its office on Cedar Avenue and was staffed by volunteers. As leaders with a vision to cater
for the needs of Somali immigrants arriving in the Twin Cities, the two professors spent time organizing and training volunteers and board members and laid the foundation for the establishment and growth of the organization.

Organizations are products of their time. They often emerge to address social needs or issues and problems that society grapples with. Like most organizations, the Confederation of Somali Community in Minnesota emerged to cater for basic social needs of Somali immigrants in the Twin Cities. In the late 80s, Somalia was ravaged by civil war forcing many of its inhabitants to find refuge in different parts of the world. A number of those who were fortunate to arrive in Minnesota found themselves confronted with a new culture, social norms, climate, diseases, language barriers and laws to contend with. Professors Abdi and Ahmed, being of Somali origin understood the plight of Somalis coming from a war zone. Many were linguistically challenged and suffered enormous psychological trauma typical of individuals who witness such occurrences. Many evidently were in need of basic help, such as making phone calls, reading and filling government documents. With nowhere to turn to these new immigrants could be seen walking around hoping to meet someone of Somali descent to help with interpretation, translations and guidance on how to navigate the systems intricate complex social services network. It was in recognition of these dire needs that the Confederation of Somali Community in Minnesota was founded as a one stop
center where Somalis in need of any assistance could seek help. These sentiments are captured in the thoughts conveyed by the current executive director of the organization:

Somalia was then in civil war. People were just coming from civil war. And the idea was that any Somali who could speak English would be stopped in the streets and people would ask them “can you help me with this application?” So, these people were themselves busy with their own lives. So, they came together and thought a lot and said let’s start an organization that would help. So the board of directors — thought of helping their people (CSCM; Interview, 4/20/08).

At its inception in 1992, the board of directors was constituted to reflect ethnic, clan and geo-diversity of people in Somalia. In total there were nine board members, a chief executive and volunteers. This was a strategy aimed at symbolically exemplifying unity among Somalia’s in Diaspora and a complete departure from the ethnic divide back in Somalia. To serve as a board member, no major education level, experience and social network was a requisite for recruitment. Community members selected about 100 people who served as council of elders and made important decisions on behalf of the group. Typically, community members would select people they thought should represent their clans on the board and then their names were forwarded to the council of elders for approval to participate in the board.

Since its founding, the board’s composition has gone through tremendous transformation. First, clanism, ethnicity or geo-divide in Somalia is no-longer considered as a requisite for the composition and representation in
the board. This practice was eliminated in 1995 for it was later perceived by members as replicating the violence and ethnic divide in Somalia. Instead, now board members are appointed based on their expertise, networks, skills, and experience and the contribution they are likely to make to the organization. In response to the question about changes in board members, the executive director had the following to say:

“No, they have done away with that consideration of violence in the organization. …but very important is the expertise, what the board member will contribute rather than clan consideration or where they come from in Somalia.…” (CSCM; Interview, 4/20/08)

In addition to the above change, board members only serve for one year. The current board is made up of nineteen people comprising African born individuals, refugees of Somali descent, a Nigerian and six Americans. The organization recognizes the importance of gender and age diversity in the constitution of its board, but it is evident older women of Somali origin are a little apprehensive to participate. Perhaps this is much more a cultural tenet where participating in board and other events conflict with the prescribed gender roles and social expectations of Somali women. These women are expected to provide for their families and perform major household tasks. According to the director “It’s easier for younger women who are single to be part of this, but not for women who have children.” (CSCM; Interview, 4/20/08).
Organizations raise funds through a variety of ways and means to fund its activities. In 1992, the Confederation of Somali Community in Minnesota, raised funds through membership subscription. This meant that funding for its operation and any social events or activities were undertaken using funds and resources contributed by members. There were about 2000 members in 1992 and by 1997, membership had grown to 3000. This growth, with lack of proper structure posed tremendous challenges to the organization. One of those challenges was in managing its activities and effecting change in its programs. As part of the organization’s strategy to mitigate these challenges, it sought partnership with New American Community Collaborative to complement its job placements and skills training. In an effort to ensure continuity while accommodating change, it restructured board members term limits. Instead of serving and terminating board members all at once, management adopted an approach of staggering members term limits where half would remain while the other half retired. This was seen as a way of ensuring and facilitating a smooth transition and continuity in programs and operation. The Confederation of Somali Community in Minnesota has also established a board development committee whose mandate and function is to train and develop board members. This organization also entered into partnership with Management Assistance Program (MAP) to assist them with recruitment and
the training of board members. All these efforts has accounted for growth, expansion and success in the provision of social services.

Services

The Confederation of Somali Community in Minnesota is fluid and versatile. It specializes in the provision of social services and many of its activities vary from time to time, need, funding and clientele served at any given moment as captured in sentiments below:

“It could be someone who just comes in. In a day we receive a maximum of twenty people, who need social services, help with something. It could be something as simple as helping them with a phone call or it could be taking them physically to a doctors’ appointment, interpreting for them, bring them back here or taking them to immigration. Included in those 2000 are also kids in the programs, women’s program, we are working with those people in depth instead of just seeing them for a day or helping them write a letter or arguing their case or taking them to court or somehow supporting them or child protection, all those kinds of things.” (CSCM: Interview, 4/20/08).

In addition to the basic need services, the Confederation of Somali Community in Minnesota runs an employment program funded by the Minnesota Department of Human Services. As part of their activities, they work with approximately 150 people per year by training them in acquiring job skills including the ability to speak English and the work ethics necessary to survive in the work place. When many Somalis who are nomadic by nature arrive in this country, they often realize that nomadic lifestyle is not sustainable and the system does not accommodate such a life style. Work requires stability
in order for one to be productive and that requires behavioral changes. The Confederation has established centers where individuals can acquire those skills.

Other initiatives over the years have entailed efforts to work with the communities in developing programs that would encourage self-sufficiency among Somali community. One such partnership was a business joint venture with the East African Business Development. Using a ten-thousand dollar grant, these two organizations aspired to create a Somali Cab Drivers Alliance, an outfit that would have allowed cab drivers to leverage their number and strengths in obtaining insurance and other financial instruments. The venture did not materialize but the efforts illustrate the extent that the Somali confederation claims to have initiated ventures aimed at meeting the needs of the community, as the needs arise and change. Besides the cab-drivers project, the Confederation of Somalis in Minnesota has established a women’s and youth center. At this center women meet and weave while also learning English as a second language. The youth receive help with assignment and other learning services. The confederation has also run a tobacco cession program, voter registration and civic education.

Over the years of its operation, it has experienced financial, resource inadequacy and pressure to complete work challenges. It continues to struggle to position itself as a leader among Somali community organizations but
essentially with a lot of difficulties especially during the last two year of financial crisis in North America and the world.

HEALTH AND EDUCATION ASSOCIATION FOR DEVELOPMENT

Health and Education Association for Development is a relatively a small (operation) organization. Its annual operation budget is less than a hundred thousand and has no staff with the exception of the Chief Executive Officer. The organization was founded and registered as 501 (c) 3 in 2004 but did not begin operation until 2006. The founder and Chief Executive Officer started this organization because of her desire to utilize her experience in community service spanning several years and her educational credentials. She is of the inclination that one “should do what they are qualified for.” She has a Masters in International Health Policy from George Washington University. She has worked at a Hennepin County health facility and before coming to the United States worked with USAID nonprofit funded organizations.

The goal and mission of this organization is to develop, educate and disseminate public health information. It also strives to educate members of the Somali community in particular and East African community in general about chronic diseases, HIV/AIDS and the significance of prevention and adhering to healthy behaviors. Unlike the Confederation of Somali
Community in Minnesota, this organization has a narrow focus on health but is limited by lack of finance and other resources to operate effectively.

The organization client base includes Somalis, Oromos, and Kenyans, Ugandans and Tanzanians and people from all walks of life in need of the organizations’ services. In recent years, the organization’s focus has been working with the Somalis and Oromos 18 years and older. At the time this interview was conducted, the organization was carrying out an HIV/AID outreach program. The organizations’ strategy has been to work with contractors whenever there is need to reach community members. According to the founder, this saves the organization money that it would otherwise pay to a fulltime employee who would otherwise be doing nothing. The organization chooses contractors based on the ability to communicate in the Somali language. I did not get an answer to the follow up question of “what do you mean by fulltime employees doing nothing, yet the organization is short of financial resources”?

The challenges facing this organization are inadequate capital to finance community projects. The executive director attributed the organizations inability to rise funding to lack of a track record which makes funding agencies skeptical of its ability to deliver services. Funding agencies according to her operate like credit card companies. “If one does not have a record to show their performance they are very skeptical to advance them money.” (Health and
Education Association for Development, interview: 5/12/08.” A second reason given by the executive director is her gender and status as an immigrant woman raises doubts about her ability to deliver services to the African community.

Interestingly, this organization has two individuals as boards of directors appointed by the executive director. It is amazing that the executive director appointed two individuals to be her board of directors. Actually the board is supposed to be appointing the executive director but not the other way round. This organization two board members meets once or twice a month and when there is need to deliberate over an issue. They provide the vision and discuss strategies that work best within the organizations that meets its interest. In the period before this interview, the board authorized a growth and expansion strategy that involved getting into partnership with other community organizations that have resources and share the same interest and activities as this organization. Evidently growth is low for this organization.

**BANADIR ASSOCIATION OF MINNESOTA**

Banadir Association of Minnesota was established in 2002 by seventeen individuals of Somali descent. These seventeen individuals having arrived in the United States as refugees in the 1990s realized the need to come together and assist each other access social services, settle and integrate within their new
cultural setting. Although the organization at its inception was meant to cater for people of Somali descent, it now serves people from the horn of Africa. According to the Executive Director, the goal of the organization was also to inculcate a sense of self sufficiency among immigrants by creating opportunities for economic and social advancement.

The Executive Director of this organization is an individual who was born and raised in Somalia. He graduated with a high school diploma in 1984. During Somali civil war he moved to Kenya as a refugee and stayed in a refugee camp in Mombasa, Kenya. In 1990 he arrived in the United States and enrolled for an undergraduate degree in community development and political science at Columbia University, District of Columbia in Washington DC. After graduating, he moved to Minnesota in 1995.

Banadir Association of Minnesota exemplifies characteristics of most organizations interviewed for this dissertation. These organizations often do not have start up funding and are forced either to raise money from their own resources or from the community (for example the Confederation of Somali Community in Minnesota, and the Health and Education for Development Association followed similar paths). Banadir Association began as a small organization with capital contribution from seventeen founding members. After engagement with the community by providing an assortment of services (ESL and youth programs), the organization applied and received funding
from the Saint Paul Foundation, Otto Bremer Foundation, the Greater Minneapolis Council of Churches, Blue Cross Blue Shield Foundation and the Presbyterian Church. Using funds from these organizations, Banadir Association expanded its social service offerings.

Leadership

Banadir Association of Minnesota is managed by a seventeen member Board of Directors. It is not clear the mechanism by which the board is appointed. The board meets every two months to discuss and make critical decisions about policy and program initiatives. They have a two year term renewable term limit. While members of the board have diverse education and socio economic background, they do not have any women. However, it was pointed out there is future plan to recruit women into the board since majority of people served by the organization are women. Board members have minimal background in non-profit management. As a result, Banadir Association has partnered with Otto Bremer Foundation to train its board of directors on management and how to create an effective organization. They received additional funding from Blue Cross Blue Shield Foundation for Board capacity development, to train board members on fund raising, conflict resolution, strategic management, fiduciary responsibility and for the long run sustainability of the organization. Because of the training the Board has received rarely do conflicts occur and when they do, they are resolved
amicably. Besides the Board of Directors, the day to day operations of the organization are undertaken by the Chief Executive Officer. He works with three half time and two full time staff.

**Services**

Banadir Association of Minnesota provides services to young men and women ages fifteen to twenty two years. Although the organization does not discriminate in its service provision, it serves approximately 55% female and 45% male clients. The director claims, these percentage breakdowns are in line with migration statistics of Somali descent in Minnesota. There are disproportionately a large number of Somali females settled in Minnesota than men in Minnesota. The services they offer have expanded to include employment which entails assisting youth looking for employment to find work, training them to fit in the American work place and working with employers on the integration of Somali youth into the workplace. The organization also provides immigration services. While immigration services are varied and extensive, they help secure appointments online and file the necessary paper work to obtain immigration services. They also prepare those Somalis who intend to obtain their citizenship to pass the requisite exam and with other needs including preparing travel documents. Since its inception in 2002, the organization has received funding amounting to $325,000. In the
recent years funding has declined and as result so have the services that the organization provides.

Challenges

Banadir Association faces human and financial capital and cultural conflict challenges. One of the organization’s founders indicated the organization has enormous pressure to meet its obligation to the community but lack of qualified personnel hinders its ability to provide quality and adequate services. In recent years, the organization has cut its ESL and youth activities program to meet the needs of its clients. Funding declines are products of the poor economy and competition among numerous Somali non-profit organizations offering the same services and competing for same funds.

Funding also dictates the nature and duration of projects Banadir undertakes. Donor funding sometimes is short term and the results is lack of continuity in program implementation. For example in 2005, Banadir Association received $50,000 from the Presbyterian Church to fund a project but at the end of the year when funding ended, the organization discontinued that project. Financial uncertainty poses tremendous challenges to continue with programs for other organizations interviewed for this work. Due to limited financial resources, Banadir and other organizations studied, rely extensively on volunteers to carry out work in communities. These volunteers however, cannot devote as much time and focus as fulltime employees. High
volunteer turn out affects the ability of the organization to provide continuity in its portfolio of service offerings. These sentiments are captured in the following way by the director:

People are struggling with daily living. Families have to provide for themselves here and also help family members abroad. It is tough so that is why African student find it difficult to volunteer not because they don’t want to help but they are over worked – doing sometimes two jobs while studying. They also help family or community members in un-structured way such as driving them to grocery store, interpreting for them at school, and so on.” (Banadir Association, Interview: 5/28/08).

As a result, the organization has cut its programs and reduced the number of staff to save money. He notes: “while funding is diminishing demand for services from community members is increasing. That is why we are partnering with New Americans Community Services as your agency provides greater services and we do appreciate as our community members’ benefit from your services.” (Banadir Association, Interview: 5/28/08:3)

In recent years the organization’s strategy to meet needs has entailed partnering with other non-profit organizations. Banadir for example, has partnered with New Americans Community Services, YWCA, and others. They currently have a joint program with St. Paul YWCA on youth impact program. This is an initiative aimed at getting the youth off the streets. It is an afterschool program. Banadir Association is also working with Quality Carrier Service by hiring seniors enrolled in their program. These seniors work at the organization but are paid by Quality Carrier Service. This is a Federal
Department of Labor Program aimed at retraining seniors to be productive members of their community. The organization needs capital development in grant proposal writing, making immigration appointments, ESL teachers, housing application, medical and MFIP paper work.

Banadir Association’s success is not quantifiable. When asked how much the organization had achieved the director response was:

Our achievement includes helping people learn basic ESL or even teaching them to learn how to write their names, how to sign documents, leaning basic computer skills. Some even move on to higher level ESL classes including leaning math and some even doing GED and moving on to Community colleges to study some professions such as nursing course, medical assistant course, doing customer services, etc. Some of our people even learning how to function at American work place… leaning what is expect of them, understanding their job functions, etc. In terms of achievement the community impact – I mean helping our community members in the resettlement process has been great.” (Banadir Association; interview: 5/28/08).

Banadir Association also measures its success by the number of partnerships it has entered into. It is now working with New American Community Services on health care promotion efforts.

AFRICAN COMMUNITY ORGANIZATION

African Community Organization (herein after referred to as ACO), is a relatively young nonprofit organization. Its offices are located in South Minneapolis. ACO was founded in 2004 by Somali immigrants who desire to reach out to all people of African descent. Its target market is African
immigrants ages 18 and above from Ethiopia, Somalia, Sudan Liberia, Kenya and other parts of Africa.

**Services**

African Community Organization offers community health services and an assortment of social services sensitive to diverse immigrant cultures. They strive to reach communities they serve through forums, word of mouth and radio. They are currently conducting HIV/AIDS outreach campaign educating community members about the value of abstinence as mechanism to prevent infection by the virus. They are also encouraging community members to go for HIV/AIDS testing to prevent the future impact the infection could have on one’s life if not detected sooner. ACO is also undertaking a health disparity research aimed at identifying gaps in access and utilization of health care services among immigrants with the goal of making policy recommendations to close the gap.

In addition to the health outreach programs, ACO provides literacy programs. These include tutoring services for individual in grades five to twelve. They also provide ESL for adult learners seeking to enter American educational system and the employment market place. They established a learning center in 2008 to offer computer education. The rational for providing these services even though other organizations are doing so is because “they know and understand most Africans who come to the USA have never seen or
used a computer, yet in the United States it is an essential skill for everyday functions such as searching for work online, writing resumes and for communication.” (ACO, interview: 6/18/08). ACO’s chief executive noted that most immigrants have low literacy level and communication difficulties. Most often they have lived in refugee a camp and never had the chance to attend a regular school. At ACO, these individuals are offered the opportunity to learn and complete GED exams and those with the desire to continue to higher education are provided with the support they need. These services are funded with money from foundations and Minnesota Department of Health.

**Leadership**

ACO’s manager interviewed for this research has a Masters in Community Health from Mankato State University. Her background prepared her for the role she is currently playing at ACO as community health outreach specialists. Her ability to discern community needs and priorities, the ability to assess, evaluate and implement appropriate programs are linked to the education she received at Minnesota State University, Mankato.

In addition to the Executive Director, ACO has eleven board members and perhaps one of the most qualified board of directors. The chair of the board is a medical doctor, the executive director is a human resource professional, the organization’s accountant is a board member, and two board members are
Caucasians and African Americans. The rational for a diverse group is to bring different perspectives and better manage the agency. However, there is only one woman on the board. These individuals are perceived to understand the challenges that Africans immigrants face. The Board of Directors meets twice a month deliberates on various community projects, funding and the strategic directions the organization should take.

**Strategies and Accomplishments**

ACO has significant accomplishment in its provision of social services and in advocating for policies changes with the state and the federal government. While the Executive Director was reluctant to point out which policy initiatives ACO has pushed through, she indicated ACOs outreach efforts were successful because ACO hired more professional staff to shoulder responsibilities initially undertaken by one person and increased the salaries of those currently serving the organization. As a result the organization received greater visibility and recognition by other government and funding agencies. In addition to community outreach, ACO improved its employment training and placement services notwithstanding the bad employment climate they were able to find community members jobs. ACO also streamlined its advocacy for community needs efforts and entered into partnership with various organizations to render services in areas where they were deficient. For example, in 2008, they forged a partnership with Lighthouse Academy of
Nations to obtain computers, use their library facilities for training and for offering ESL evening classes. Although ACO initiated this program without adequate funding their goal is to use it later to solicit funding.

African Community Organization also entered into strategic partnerships with the Minnesota Department of Health and other health establishments to provide requisite health outreach programs and campaigns. They refer patients to Crowne Medical Center for medical attention and assistance. Crowne Medical Center has developed services that are culture sensitive and offer such services to immigrants. In addition to Crowne, ACO also works with Axis Medical Center, Hennepin County Child and Teen Check Ups, Open Arms and MCTC. ACO is also working with KFAI radio to disseminate its health messages and community outreach efforts. KFAI is culture sensitive and sometimes offers broadcast in local languages of immigrants eliminating communication barrier and changes in word meanings that often occur during translation. KFAI broadcasts in Oromo, Amharic and Somali languages. These partnerships have improved the ability of ACO to meet the needs of the community in areas where they would otherwise have been able to do so because of limited resources and facilities. ACO compliments these efforts to reach out through word of mouth and organizing exhibits at numerous African cultural events. Exhibits accords ACO the opportunity to meet potential partners, student volunteers, and funding agencies.
Challenges

ACO’s challenges are financial, unresponsive clients, and culture. Funding for programs continue to pose tremendous challenges to the organization. According to ACO’s Executive Director: “There is so much to be done as I think if there was more funding there would be more staff. We need more funding to do community work, if we had more, we’d be able to do more work, but at this time there’s quite a load” (ACO: Interview, 6/18/08).

Funding is a product of lack of strategic planning among various Somali run and managed organizations. Most community-based organizations as it is evident in this descriptive narrative offer the same services and compete for the same funds. There is also apathy towards African born community initiatives among funders. Due to lack of funding the organization lacks printers which as an outreach organization they need in order to produce and disseminate educational and outreach materials to community to members. Community members’ involvement in various initiatives also poses tremendous challenges to ACO. According to the manager of ACO, when called upon for various initiatives, unless there is an incentive they are often reluctant to participate. These are perhaps due to ignorance resulting from lack of information and culture particularly the constraints on women’s public participation and involvement in various initiatives. ACO has developed strategies as discussed in this work to control these challenges.
**Conclusion**

ACO story is similar to those of other organizations discussed so far in this chapter. Its origins can be traced from a group of Somalis recognizing the need to help new immigrants settle in Minnesota. They provide educational, health, employment and social services targeting people of Somali, Ethiopia and other African descent ages eighteen and older. Their goal is to create self sufficient individuals who then become productive members of society. Its management is diverse comprising a board of eleven members, one woman, and people from the health care and education industries, human resources personnel, accountant, and community health care disciplines. Through strategic leadership and management, they have created and built partnerships with Minnesota Department of Health, Crowne and Axis Medical Center, KFAI radio and Lighthouse Academy of Nations. They face financial difficulties and also cultural issue but are very optimistic about the organization’s future.

**SOMALI FAMILY SERVICES**

Somali Family Services was established in 1997. It is the second oldest organization among those studied and analyzed for this dissertation. Its office is located in North Minneapolis, an area with a large African American and African Immigrants. It serves people from Somalia, Liberia, Kenya, Ethiopia and Sudan. It is also open to individuals who require its services. Individuals
served by this organization are ages eighteen to seventy six years old and disproportionately women of low social economic background and they have little grasped of English and can barely communicate effectively. They also have less than a high school diploma.

Initially, the organization’s goal and mission was to educate Somali immigrants about the benefits of healthy living and maintaining a healthy lifestyle. This was against the backdrop and recognition that, while in Somalia these individuals lead a nomadic life style in which they were constantly moving and also ate foods that were unprocessed often mainly vegetable and fruits simply because many could not afford the luxury to buy meat. Upon arrival in the United States, living and life patterns changed drastically with many having to stay in apartments with very little movement predisposing them to health problems associated with lack of physical activities. At the same time, most now eat meat and chicken, increasing their fat intake with very minimal activity. Somali Family Services was aimed at inculcating sensitivity to these changes and making the necessary adjustment in order to maintain a healthy body.

While its mission was to educate Somali immigrants of the necessities of healthy living, over the years the organization has responded to the changing needs of the community and thus started serving other African immigrants. In 2006 for example, Wilder Community Needs Assessment report revealed that
there was an exponential increase in HIV/AIDS among African born immigrants. According to the founder:

“This was a shock, and my organization felt they had a charge to respond to this need, especially because Africans faced some barriers in accessing information, etc. I think funding had also become available to try to reduce these infection rates and that’s when my organization applied for the funding and began the program. It was a five-year grant.” (Somali Family Services, Interview: 6/24/08).

As a result the organization developed an HIV/AIDS education outreach program aimed at educating Africans about the importance of testing and abstaining from unprotected sex to prevent HIV virus infection. Over the years, the program has expanded to included education on substance abuse, hepatitis and tuberculosis. Somali Family services has also been actively engaged in designing various health related research projects, administering pre and post test surveys to willing participants. At the same time, they have been advocates for communities for resource allocation. It works with the state government apparatus and mainstream community organization educating them about the manners, cultures and customs of immigrants and influencing policy changes that have a bearing to the needs of immigrants. In the recent years, the organization has also been striving to offer after school tutoring to high school students and English as a second language to adult learners.
The organizations outreach efforts are carried out through a variety of means. Somali Family Services takes services to the people by participating in events such as World Refugee Day, Somali Independence Day festival, churches, mosques, malls and in stores in Brooklyn Park where there is a heavy concentration of African immigrants. At times they educate by sending out flyers, brochures, and other multimedia forums. The organization has also developed a popular forum known as Popular Opinion Leader (POL) where they come together through the leadership and initiative of Somali Family Services to voice their opinion on a variety of issues affecting their communities. These sessions are often segregated by gender in consideration of immigrant cultural values that reorganization gendered spaces, gendered issues and gendered opinions. The program has been a major success and a niche in which only Somali Family Services excel in.

Leadership

The success of Somali Family Services is due to focused leadership. Unlike most organizations studied in this dissertation with the exception of three, Somali Family Services specializes in community health outreach. This is in line with the background of the founder and the Executive Director. The Executive Director was born and raised in Somalia. After high school, she
travelled to the United Kingdom and obtained a both a bachelor and a masters degree in Health Economic Planning. Upon her return to Somalia she worked as a Physician Assistant, then as a nurse. When the civil war broke out in Somalia, she sought refuge in Kenya where she worked for Oxfam, a nonprofit organization. Upon leaving Oxfam, this individual founded a non-profit organization in Kenya that currently has a budget of $7M. In 1992 this individual moved to United States and settled in Minnesota where she worked as a teacher and then founded Somali Family Services.

Using her cumulative experience with non-profit abroad and her background in health economic planning, this individual markets the organization, develops community outreach programs and developed a focused strategic plan for the organization. To support the organizations initiative, the organization has two program managers and an administrative assistant. There are various functional divisions such as finance, operations and program offices. These functional areas provide the organization with a foundation and guide its day to day operations. This structure is also designed to save the organization money.

In addition to the Executive Director and three supporting staff, the organization has eight advisory board members of African descent who represent various communities and countries served by the organization. Advisory board members are appointed by the Executive Director from
personal networks. They oversee operations, advise on strategic initiatives and ensure that all communities’ needs are met. The board also provides technical input on cultural issues that might affect the organization’s initiatives. They meet every two months and when there is need to make urgent decisions.

Challenges

Somali Family Services challenges fall into financial, and conflict and competition inherent in the nonprofit industry. Today, there are numerous organizations competing for limited financial resources. This competition is compounded by state budget cuts and a declining economy. Moreover because of African leaders and individuals sense of entitlement and ownership of the community, “among Africans everyone has formed their own organization and everyone thinks the community is theirs, I call these ‘briefcase organization’s and all compete for the same funds. This limits the ability of any organization to obtain adequate funding. Moreover, within the non-profit sector, politics of funding, community apathy and indifference towards leaders of non-profit organizations and the perception that community members are used as pawns by individuals has affected the work of most community organizations.

SOMALI WOMAN ASSOCIATION

Somali Women Association was established in 1999 by a group of nine women from Somalia. One of the founding members is the Director for
operations for this organization and was interviewed for this dissertation. These women were inspired by their own experiences in Somalia and in the refugee camps in Kenya and the realities of their life in Minnesota to develop an organization that would serve their unique cultural social needs. The Director articulated the reasons for establishing the organization in the following manner:

After arriving here we realized the needed to organize ourselves in order to help each other have access social services available. So it was natural for us to begin or initiate this agency. There was no organization focusing specifically to serving Somali women.” (Somali Women Association, interview: 7/6/08)

Women by their gender needed help that could address their specific needs and that is what inspired Somali women to organize and set up Somali Women Association.

Somali Women Association is a relatively small organization. Its annual budget is between $120,000 and $385,000. Its budget and funding for programs have steadily declined from $385,000 in 2000 to $120,000 in 2008. As typical of other non-profit organizations, dwindling funding has led the organization to limit its services and scale down its activities. In the last year they discontinued ESL programs, computer literacy courses, citizenship and civic classes. Most of the funding that led to its growth in the early years was from St. Paul Foundation, Otto Bremer Foundation, Greater Minneapolis and the Presbyterian Church. With this kind of modest budget, Somali Women
Association has only three full time employees and two part-time seniors working under the Federal Department of Labor Senior retraining program. It’s offices are located in South Minneapolis. It’s staff consists of three fulltime employees, two seniors and a number of Somali women and young girls versed in English. Young girls drive older women around to grocery stores, clinics and any other places they need to go. Their organization also receives and works with Somali Women volunteers. These women were instrumental in developing and organizing a Somali Women weaving class and other African women’s social activities.

**Services**

Somali Women Association provides social services targeting women and girls of ages 12 and 22 years and those that are 22 and older. There segmentation of women into various age cohorts allows Somali Women Association to offer age appropriate services. The services offered to women and girls ages 12 to 22 include, youth empowerment groups, after school homework help and self sufficiency skill development. Women ages 22 and older utilize their ESL, and support accessing housing and resettlement information, employment advisory and assistance with online immigration assistance such as filling immigration paper work, making online appointments. Since immigration services mandated online scheduling of
appointments, it is crucial that all appointments are made online prior to visiting an immigration office. This service is particularly crucial for women who don’t speak or understand English and do not know how to use the computer or have access to the internet. Additional services include gathering and putting documentation together to petition for a green card, employment authorization card, citizenship, travel and petitioning for a relative in Africa to join their family Minnesota.

**Leadership**

The Somali Women Association is led by an Executive Director appointed by the organization’s board of directors. The Executive Director hires staff and volunteers willing to lend their services to the organization. The Organization currently has three fulltime staff and two volunteers. There are ten women and one male on the Board of Directors. Board of Directors facilitates their organization’s program planning, grant proposal approval, budgeting and other issues that directly affect the organization. The Board meets once every month and when it is necessary to discuss issues affecting the organization. They have no prior background or training in non-profit management. In recognition of this deficiency in the optimal functioning of the organization, the Otto Bremer Foundation provided the Somali Women Organization with a board development grant to allow them to organize a
workshop and train them on the basics of non-profit management. The staff, the Executive Director, volunteers and Board members work amicably and whenever conflicts occur, they are solved amicably.

Challenges

Members of the Somali Women Association identified two major related challenges that confront the organization. The communities they serve continue to demand more services but they have minimal financial and human resources capability to meet those needs as the Director noted:

“There are many challenges as the demand from women and families is huge and there is luck of resources both – human and funding. Connecting families to other social service is difficult due to language and cultural barriers.” (Somali Women Association: Interview, 7/6/08).

Funding is not only limited but very sporadic and short term. As a consequence, instead of growing a number of nonprofit organizations initiated and managed by Somalis have collapsed and ceased operations including Somali Women Association. Moreover, competition and duplication of services among these organizations results in limited funding and sometimes none as funding organization have became apprehensive about the viability of some of these organizations. At the initial stage to counter lack of funding and human capital, Somali Women Organization has partnered with a mainstream organization called Meld to increase its efficiency.
Achievements

In their formative stage, the strategies discussed above allowed Somali Women Association to make some progress. When the interviewee asked the Director what the organization’s accomplishments was she responded:

“Our achievements include helping people learn basic ESL or even teaching them to learn how to write their names, and learn how to sign documents. Some learn how to shop at grocery stores, how to use modern facilities as we come from nomadic background and use of modern facilities is new to us. The other major issue is language – how to communicate with apartment managers, school, medical staff, counties human services departments and so on. It is great achievement for us to have helped a nomadic women learn how to function at work place. … Learning what is expected of them, etc.” (Somali Women Association: Interview, 7/6/08)

Conclusion

Somali Women Association was established in 1999 out of Somali Women recognition of their special social needs and desire. Although the organization grew and had a budget of $385,000 in 2000, declining funding resulting from competition among African and Somali nonprofits and donor fatigue has reduced its activities leading to its collapse.

EAST AFRICAN HEALTH PROJECT

The East African Health Project (EAHP) was founded in August 2004 and attained 501 (c) 3 status in 2007. The mission of the organization is to provide health education to the Somali community in the Twin Cities. Its
activities include helping immigrants navigate the health care system. Coming to a new country where almost everything is different from what they are used to, understanding the complex health care system – dealing with insurance, and learning how to access health care are crucial. The organization also offers education and counseling on diseases such as cancer, HIV/AIDS, and child and maternal diseases. EAHHP primarily serves the Somali community in Minnesota a majority of whom are recent immigrants and refugees. Their programs are focused in the places where their clients live (apartment buildings, and are spread over different counties in Minnesota. The organization has a staff of four volunteers – two medical doctors, one computer technician and a businessman.

The founder was inspired to start the organization in order to make a difference in the life of refugees. The founder felt that immigrants and refugees found it difficult to access a lot of the services being offered to them through the State and local governments. His desire to start an organization was influenced by the need to be in charge of the implementation of the projects according to his vision. The organization has a governing board of five people, including the founder. The board sets the priorities for the organization and the chief executive (founder) along with volunteers implement the programs decided upon. The board reviews and approves all the grant proposals written for funding. The members of the board are invited to the board by the founder
and chief executive based on their expertise or their willingness to serve as volunteers.

Challenges

The main challenge facing the EAHP is funding. All of the organization’s programs are grant-driven. The organization has survived on a very limited budget because of its inability to secure funding. Since its inception it has received only $10,000 in grants. Because of lack of funding, a majority of the activities are undertaken by volunteers or are paid for from financial gifts from the founder. In addition, due to poor funding, the organization has not been able to attract or hire additional staff to carry forward its objectives. The founder and three other volunteers make up the staff of EAHP. Staff members have other jobs and only perform the organization’s work on their spare time (afternoons or weekends). Some of the work is accomplished through partnership with other non-profit organizations such as New Americans Community Services, Somali Confederation, and the Minnesota Department of Health.

Another challenge for this organization in implementing its programs is cultural expectations. “The problem is we come here to the United States and we now know that time is money. If you get one hour of time from some person, you must pay for that hour” (EAHP; interview: 7/15/08: 8), says the
founder. Implementing activities such as survey research is difficult because participants expect to be paid. This is unlike Somalia where people freely gave up their time for community activities. In addition, cultural and religious sensitivities impact the implementation of educational programs. For example, Somali immigrants are reluctant to talk about sexually transmitted diseases such as HIV/AIDS which makes it difficult to carry out research in such topics. Also, religious practices which require separation of women and men in most activities prevent families from benefiting from health education touching on mental health, sex education, and programs that are family oriented.

Conclusion

The only other organization not discussed at length in this chapter is Somali Health Project which shares similar attributes with the East African Health Project in terms of services they offer, challenges they face, board management and structure. The researcher made the decision not to discuss it at length to avoid repetition and redundancy but the transcripts are available upon request if necessary. All the organizations discussed in this chapter were founded and run by Somalis to serve Somalis. While different in management styles and in some cases in leadership structure, they all provide social services, health outreach, education, and development opportunities for immigrants making the transition from Somalia to Minnesota less cumbersome. They also
offer insight into community based organizational development and organizational behavior including the challenges and means of circumventing them that various organizations have taken over the years. In the next chapter, I explore in detail the link between education, culture and resources to the development of Somali community-based organizations. I also discuss the implications of these broader findings to understanding immigrant founded, managed and run organizations.
CHAPTER 5
DISCUSSION AND ANALYSIS OF RESULTS: IMPLICATIONS FOR ADULT EDUCATION AND HRD

Findings Implications

The history of the United States demographic landscape is intricately linked to economic, political and social events around the world. As indicated in the introduction since the 18th, 19th, 20th and the present century, immigrants have migrated to the United States for a variety of reasons. These reasons include the prospects for economic advancement, investment, family re-union, political displacement resulting from civil wars, tourism and education among a myriad other purposes. At the end of last century, Somalis, Ethiopians, Liberians and Sudanese have constituted the largest group of Africans seeking refuge in the United States. Minnesota has accommodated a substantial number, considering no accurate records exist to account for intra-state migration. Against this background, community based organization have proliferated to address the needs of these immigrants.

The organizations discussed in chapter four represent only a fraction but provide useful insight into the motives for establishing these organizations, how they grow and expand, how they manage change, the challenges they experience, the type and nature of leadership they attract
and organization structures they establish. These organizations also provide useful results that have bearing on adult education and human resource development. This chapter is divided into three parts. Part one discusses the broad outline of findings; part two addresses the implications of the findings on adult education and part three is the conclusion of the chapter.

**Discussion of Findings**

Somali community-based organizations in Minnesota are established because of the recognition of differences between institutions and structures in Somalia and African in general with those in the United States. These organizations therefore are established with the goal of assisting these immigrants from Africa to acculturate and to help them learn how to navigate the United States immigration systems, the health care structures and practices, disease and public health environment, the legal system, education and culture of the United States. Other reasons include cultural integration, creating a community and an identity that resonates with immigrants away from home. They also aid immigrants by facilitating the development of support groups, and with identifying economic advancement opportunities.
There are other social changes that occur among immigrants communities. These changes include new social norms, identities, parental care and culture in a broader sense. While these issues were not the subject of this dissertation and did not come out clearly in the discussion during interviews, it is evident that familial social and gender relationships also undergo significant transformation and most immigrants are forced to learn new ways of relating and socializing their children. Men are for example, forced not to perceive their wives as marginal within the household but out of economic, social and legal necessity recognize them as important and fundamental to the economic survival to their households. Women on the other hand are forced to assume roles that some were not accustomed to in Somalia such as driving to work, as a head of household and at times being bread winners for the family. Community organizations such as the Confederation of Somalis in Minnesota and Association of Somali Women in Minnesota have created a women’s center where women come together to discuss their changing roles and responsibilities. They also learn from each other survival strategies that have worked and those that have not. It is also evident that the Confederation of Somali Community in Minnesota elicits support and services of experts to advise and educate women about their new demands. In addition, these organizations recognize that communication is paramount and essential for day to day operation of an
individual in the United States. Virtually all provide forums for individual of Somali descent with an opportunity through English as a Second Language forum to learn English and develop computer skills and those enterprising enough take GED to prepare for further education.

The motives for starting these organizations although varied in emphasis (for example health care, social services, education, immigration and legal) have one thing in common: they are clearly philanthropic, filling a void in service provision. Only one individual indicated the desire for autonomy to exercise power to develop programs of their choosing that stood out as exceptional. There are also organization leaders who indicated the desire to use their education background either in health care, community development, and experience within the non-profit sector inspired them to establish and run community organization. Somali Community Organization evolve from either an individual or groups inspired by one, two or all of the reasons discussed above.

There are two main patterns evident in the findings regarding how they originate and the process through which they establish operation, grow and manage change. The first pattern is where an individual with the desire to work with the community identifies a need or area of intervention of interest, and then raises the capital to register the organization and uses their savings to rent a building to begin operation. Unlike mainstream
strategic focused organizations, these organizations did not carry out feasibility study or strategic analysis for service entry point, financial planning, and human capital development and growth matrix. They simply saw a need and regardless of whether some other organizations offered the same service, duplicated the service. This explains in part the redundancy of services and why access to funding has been problem to all the organizations in this study. Federal, State and counties government, private and non-profit funding agencies perhaps view all these organizations as the same because they offer similar services and target the same communities and age groups. The implications are that organizations that have been in place for a long time and have developed a long track record of success in implementation of their services have extraordinary advantage in getting funding. This is why the Confederation of Somali Organization in Minnesota has one of the largest budgets out of the organizations studied.

Somali community organizations exhibit basic simple organization structure. In the organizations studied, 40% are one man or woman organizations without any premise since most of the organizations do not have enough capital to undertake any meaningful community activity. Other organizations have an average of three staff members. This researcher was not able to find out the rate of failure from available records from organizations data bases but from the researcher’s experience and
knowledge of the Somali community industry in Minnesota, a number of organizations fail within the first and the second year. This failure is due to lack of strategic planning, understanding of the non-profit sector and the ability to develop a competitive niche.

The second pattern involves community members recognizing a problem affecting Somalis and East Africans in general and then they develop an organization to address those issues and needs. For example, the Confederation of Somali Organization in Minnesota was established based on too many people asking for assistance to file immigration papers. In 2006, the East African Health Project was established following the recognition of the high prevalence of HIV/AIDS among immigrants and declining education achievement among immigrant population in Minnesota. In both these instances, community need provided the impetus to start the organization. The results indicate community need driven organizations survive and remain viable for an extended duration. In this dissertation the Confederation of Somali Community in Minnesota and the East African Health Project (motivated by the high prevalence of HIV/AIDS among immigrants of African descent) and Somali Women Association provide excellent examples of unique community need driven organizations. In this model community members raise the initial capital to register, rent an office, volunteer their time and provide initial services.
After the initial start up, they then apply for grants from various private foundations, corporations, and government agencies. The Federal and State agencies, counties and city governments that provide and support these organizations are the Department of Health and Human Services, Minnesota Department of Human Services, Hennepin County, City of Minneapolis and the City of Saint Paul. Private organizations that provide funding for these organizations are: American Express, Blue Cross Blue Shield of Minnesota, and various food chains that provide gift certificates to support meetings. Foundations that provided financial and human capital support include Otto Bremer Foundation, The St. Paul Foundation, and Minneapolis Foundation among others. It is evident most funding comes from private foundations. In concluding this discussion, it is clear there are varying patterns to the nature of Somali Community-based Organizations.

**Growth and Change**

The term growth as described in chapter one refers to an increase in some quantity over time. The quantity can be physical (for example growth in height, growth in an amount of money) or abstract (for example, a system becoming more complex, and an organism becoming more mature). It can also refer to the mode of growth, such as applied in numeric models for describing how much a particular quantity grows over
time. In the context of organization growth, this term refers to an increase in value of the goods and services produced by an organization. How to measure this growth is subjective as evident in the findings elucidated in this dissertation. The term change denotes the transition that occurs between one state and another. Ordinarily a stimulus or force causes change. For example, ice melts into water. The heating of the ice above 32 degrees Fahrenheit caused the immobile oxygen and hydrogen atoms to mobilize; changing the ice into water. Throughout history change has been defined by varying points of view (see chapter two for an elaborate discussion of the concept). My works draws from the perception of change as a transition from one state to the next and can take many forms such as changing from nomadic life style to becoming Americanized “scholar” in my own rights.

Growth and change within Somali Community-based Organizations is horizontal not vertical. In this study, the word horizontal is used to imply no major significant growth was effected within organizations from their local base in Minnesota to another State, country or continent. There is no evidence of expansion of services provided by these organizations to other communities other than Somali in particular and immigrants from Africa in general. Growth in terms of expansion or mergers and acquisition of other similar non-profit organizations does not exist among Somali community
organizations. Apart from the Confederation of Somali Communities in Minnesota that offers virtually all services and African Immigrant Community Service that increased its staff members from one to three, none of the organizations interviewed for this study indicated growth in services and expansion of its activities.

However, there are some notable changes in characteristics and developments within these organizations that can be perceived as change and growth. Virtually all the organizations, 100% of the sample of this dissertation indicated that they have partnered with one or two or more organizations aimed to capitalize on shared resources, economies of scale and to moderate lack of funding. For example, the Confederation of Somali Organization Minnesota partnered with Management Assistance Program to aid in training and developing staff and board members. They also initiated the East African Business Development to create Somali Action Alliance an organization that was meant to develop an African Development Center. The Center is functional and currently offers loans to African small enterprises. It worked with Confederation of Somalis in Minnesota to assist Somali cab drivers in creating a structure that would allow them to leverage insurance services, car rentals and other necessities.
The relationship between the Education Background of Somali Non Profit Organizations and Leaders Success

Leadership in organizations has been a subject of scholarly research and theoretical interrogations for many years. To function effectively and succeed, organizations’ require focused and dedicated leadership that steer the organization towards success. Leaders provide the vision and manage the operations of the organization. They also act as a bridge between the organization and the larger society including the communities they serve. In this regard, they have to be people with passion, knowledge and the commitment for what they do. They also have to be good communicators. They have to be strong, talented and have professional qualification requisite for managing the organization to success.

Good leadership alone is not enough, there has to be a structure that defines leadership and personnel policy defining staff functions, responsibilities and roles including mechanism for hiring and compensating employees. There must also be fiscal policy in place for organization effective functioning. Good leaders also strive to build and develop their staff and ensure no conflict of interest inhibit effective management of the organization.
Reflections of the cases

Somali community-based organizations are simply founded and run by individuals with the following education qualifications: See table 5:1 next page:

Table 5:1

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Education Background</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager 1</td>
<td>Confederation of Somali Community Minnesota (1994)</td>
<td>Ph. D.</td>
<td>15</td>
</tr>
<tr>
<td>Manager 2</td>
<td>Health and Education Association for Development (2004)</td>
<td>MPH</td>
<td>6</td>
</tr>
<tr>
<td>Manager 3</td>
<td>East Africa Health Project (2006)</td>
<td>MD</td>
<td>3</td>
</tr>
<tr>
<td>Manager 4</td>
<td>Banadir Association of Minnesota (2002)</td>
<td>10th grade</td>
<td>7</td>
</tr>
<tr>
<td>Manager 5</td>
<td>African Community Organization (2004)</td>
<td>MD</td>
<td>5</td>
</tr>
<tr>
<td>Manager 6</td>
<td>Somali Family Services (1997)</td>
<td>High School</td>
<td>11</td>
</tr>
<tr>
<td>Manager 8</td>
<td>Somali Women Association (1999)</td>
<td>B. A.</td>
<td>9</td>
</tr>
</tbody>
</table>

Education Background

The sample represents leaders with diverse educational and professional qualification with 63% having at least a Masters degree and professional qualification, 25% have medical degrees, 25% have a high school diploma or less, 13% have PhDs, (See figure 3:1). The average years of service is at 7.62% with the lowest number of service at 3 years and the highest at 15 years with a medium of 6 years. Their degrees are in health, health economics planning,
nursing, community health and service, economic development and social
services. Two of the leaders of the organization offer services in areas of their
professional practice and continue to function as leaders of the organizations
they founded and practice within their professional line.

The founder and chief executive officer for Health and Education
Association for Development has Masters in International Health Policy from
George Washington University School of Public Health. She has worked and
offered services in the same realm at Hennepin County Primary Clinic
previously called Trioux. Before coming to the United States she worked for
United States Agency for International Development (USAID) in Somalia and
has experience working as a health advisor for another community nonprofit
organization before establishing her own non-profit organization. It is evident
she has the requisite education and experience to run the organization and
steer it for growth and development.

Somali Family Services Chief Executive worked as a nurse in Somalia,
teacher and educator and has served as a Physician Assistant in Kenya. She
has a degree in Health Economics Planning from the United Kingdom. Her
experience with nonprofit organization is also extensive. Before coming to the
United States she worked for Oxfam as a health educator and facilitator and
was involved in a number of unsubstantiated health outreach programs. Her
training as a nurse and a degree in health economics and years of experience is
congruent with the work and services of Somali Family Services. When the interviewer asked her whether she thought her previous experience played any role in her current work and the success of the organization, she responded: “I think part of it was because of my health credentials, my degree and experience in understanding Africans’ interpretations of health and diseases helps me understand the needs of the community.” (Somali Family Services, 2008).

Banadir founder and Chief Executive obtained his high school diploma in 1984 in Somalia. He arrived in the United States in 1990 after spending years working in a refugee camp in Kenya. He then attended Columbia University in the District of Columbia in Washington DC. He graduated with a B.A in community development and a minor in political science. He then moved to Minnesota in 1995 and in 2002 registered Banadir Association. Banadir also strives to provide an amalgam of social services to members of Somali community ages 15 and 22 years. These services include employment advisory, placement, ESL (English as a Second Language) and others. The organization provides assistance to individuals seeking assistance scheduling immigration appointments on line and filling other paper work required by United States Citizenship and immigration services. Banadir’s Chief Executive prior experience is in community development reinforces his conviction to service his community.
A close examination of the services reveals a relationship between the founder’s vision and his background. However, given the size of this organization, the nature and type of partnerships the organization has established as a strategy to militate against lack of human capital and financial outlay. The conclusion is that not in all cases does educational background determine the success of the organization. There are a myriad factors, the political climate, the social fabric of the society, financial outlay all intricately play important roles in the success of an organization. Nevertheless, given that success is as subjective as the word itself, Banadir Chief Executive considers the organization successful because people who have attended their skill development learning programs such as ESL, GED and computer literacy have advanced and functioning better in the work force environment (Banadir Association, page 4).

**Board Members**

Mainstream cooperate and nonprofit organizations develop structures to guide their operations and functions. A typical organization structure will have a board, a president and supporting staff of various divisions and specialties within the organization. The board at the helm hires the Chief Executive office and /or the president who intern hires program or project implementing staff. This structure is meant to control for sycophancy and
nepotism, conflict of interest and to delineate power relationships within an organization.

Somali community organizations in Minnesota exhibit unusual leadership structure, styles and relationships. Out of the 8 organizations interviewed for this project Somali Family Services has eight advisory board members and all chosen from the African community. The Chief Executive decides who to appoint to the board from her broad network of contacts. The function of the board is to oversee and make policy decisions pertaining to the functioning of the organization and to provide strategic direction. Like other organizations discussed in this work, the Chief Executive strives to ensure broad representation from members of the African community. This organization meets with the board twice a month at avenue convenient for all participants. The organization is also gender inclusive and strives to ensure there is one woman from each major African group in the Twin Cities. This organization is loosely run and has no structure in place. They however have individuals responsible for different functional areas such as finance, administration and program officer.

The Confederation of Somali Community Minnesota (herein referred to as CSCM) is one of the oldest established organizations. As explained elsewhere, this organization was founded in 1992 and incorporated as 501 (c) 3 in 1994. It has been in operation longer than all the community organizations
interviewed. The present Chief Executive Office was hired by the board in 1997 and has served in the same capacity since then. He has a Ph.D and has managed CSCM for 15 years. The relationship between the manager’s education and the success of the organization perhaps is only discernable in the amount of financial resource and the nature and number of programs the organization has initiated and run over the years. According to the information obtained during the interview, it has an annual budget of approximately six hundred thousand and seven employees out of which three are full time. It also relies extensively on volunteers to run its programs. In addition to the role the manager has played in steering this organization toward success, it has a seventeen member board, and although their qualification are not accounted for in the interview transcript, they have played a significant role in implementation of a diverse array of programs (see description in the previous chapter).

African Community Organization (referred to hereafter as ACO) based in South Minneapolis is a relatively small organization. At the time of interview for this work, it had only been in existence for four years. ACO is managed by an individual with a Masters of Science degree in Community Health. ACO manager attributed the success of her work in the organization to her training, background and experience. In response to the question about the role of education to the organizations success the manager noted:
It prepared me to work with the community. It prepared me to understand different community wants and to prioritize what needs to be addressed. The education I received also helped me in giving presentations. It sharpened my skills in becoming a better person in implementation of programs, assessment and evaluations. I am able to do all that. Also understanding the importance of tailoring your programs to the people’s needs rather than what you think should be done. It’s having programs that specifically meet the needs of the community. (ACO: 1).

Knowledge of community needs is clearly crucial for the success of a community organization. With the type of knowledge a manager can assess community needs, develop and implement programs that meet those needs and put in place measures to evaluate them. ACO manager has implemented those skills through the establishment of an HIV outreach program. This program was set up in response to a survey conducted by the Minnesota Department of Health which suggested that HIV/AIDS was spreading among Minnesotans of African descent.

ACO has a diverse board of directors that clearly represents the professional and community needs of the organization. They strive for geographical representation to reflect the countries of origin of clients served by the organization, East Africa. The organization’s manager speaks East African languages and board members are from East Africa and United States represented by whites and an African Americans. Their professional qualifications are in medicine, human resources management and others with African background and understand the culture of the clients served by the
organization. The manager interviewed perceives the organization to be successful because of its efforts to obtain funding and its ability to develop and implement programs. The organizations success is also reflected in salary increment for various staff members and the hiring of new staff to meet expanding needs and obligations of the organization. In acknowledging the impact of these procedures, the manager said:

A lot of programs have been done just in the last 6 months. What has made that possible was the creation of my position, because there’s only so much you can do with one person. This was the kind of organization that was kind of a one man – running it. And you can’t do much with only one person. And so when they started creating positions and hiring, a lot was done. There’s been a lot of impact that has come through that, you know, in creating positions and giving professionals in those positions to run with them. And so community health has received a very big impact and there has been more publicity about our organization because of those programs and at the same time our participation in the community has intensified. (ACO: 4).

ACO perceived they are successful through the number of partnerships they have entered into. They have worked with the Minnesota Department of Health and Crowne Medical Center to produce culturally appropriate medical literature and to educate the health care fraternity on cultural issues which prevent immigrants and refugees from using health care institutions. They have also worked with Hennepin County Child and Teen Check Ups, Open Arms and MCTC for referrals.
ACO’s case on the relationship between education levels of leadership and managers of an organization elucidates the extent to which education alone is not adequate. Some of its partnerships for example, evolved out of the network established by board members. For example, the relationship with Axis Medical Center occurred because their board chair works as a medical doctor at this facility. This also applies to the relationship established with the Hennepin County Child and Teen Check Up service as in the previous case.

Organizations’ founded and managed by individuals with a background in areas of their professional training are narrowly focused and tend to have a sense of direction of the organizations’ goals and mission. The East African Health Project exemplifies these traits. It was founded in 2006 and registered as a 501 (c) 3 in 2007. The founder is a medical doctor with a commitment to educating people of Somali descent about the nature of the American health care systems and how immigrants and refugees can use the services appropriately. He also teaches them about new environmental health problems associated with the cold weather. He focuses on educating the youth about HIV/AIDS and the significance of testing for the virus before marriage. Assisting him in making decisions are a group of professional that serve on the board. The chairman of the board is a doctor from Hennepin Health Care Center with over twelve years of experience working with Africans. Other members of the board include a Somali doctor from Regions
Hospital, a business man and three computer specialists. Members of the board represent a broad spectrum of professional specialty. Using his background and knowledge, the Chief Executive of East African Health Project carried out a survey of the health needs of the population and then employed the findings to design, develop and implement culturally appropriate health care outreach programs. For example, having recognized women were often reluctant to discuss sexuality in public, he entered into partnership with a radio station to broadcast HIV/AIDS outreach effort and allowed women to call in. By doing it this way, women were quite responsive and were willing to freely make comments and ask questions without intimidation they would feel participating in focus groups and public forums. Like many of the organizations interviewed for this project, East African Health project can not quantify the outcome of health outreach. It appears that its success is in the founder’s ability to take programs to the people who need them in venues that are friendly for such. Figure 5-2 is a summary of the responses on the relationship between leadership and the success of organizations.
**Relationship Between leadership, Education and the Success of the Organization:**

### LEADERSHIP

Table #5-2

<table>
<thead>
<tr>
<th>Organization</th>
<th>FOUNDER &amp;CEO</th>
<th>BOARD MEMBERS</th>
<th>CEO HIRED BOARD</th>
<th>CEO/FOUNDER HIRED BOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somali Women Association</td>
<td>Yes</td>
<td>5</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>African Community Organization (ACO)</td>
<td>No</td>
<td>11</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Somali Family Services</td>
<td>Yes</td>
<td>5</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Health and Education Association for Development</td>
<td>Yes</td>
<td>2</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Confederation of Somali Community in Minnesota</td>
<td>No</td>
<td>18</td>
<td>Yes</td>
<td>No/Yes</td>
</tr>
<tr>
<td>Benadir Organization</td>
<td>No</td>
<td>19</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>East African Health Project</td>
<td>Yes</td>
<td>14</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>African Immigrant Community Services</td>
<td>Yes</td>
<td>5</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: Interviews 2008-2009

### STAFF

Table #5-3

<table>
<thead>
<tr>
<th>Organization</th>
<th>No. PAID STAFF</th>
<th>VOLUNTEERS</th>
<th>PAID/VOLUNTEER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somali Women Association</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Community Organization (ACO)</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Somali Family Services</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health and Education Association for Development</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confederation of Somali Community in Minnesota</td>
<td>12</td>
<td>&gt;12</td>
<td>0</td>
</tr>
<tr>
<td>Benadir Organization</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>East African Health Project</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>African Health Project</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
It is evident community organizations leaders either as directors, founding members, board of directors have higher education. This should translate into organizational success. However, that is not the case in this study. Education level is mitigated by additional factors such as funding. The availability and access to funding determine the nature and type of programs these organizations develop and implement. The evidence suggests that even in circumstances where the founder acting as the director of the organization has an advanced degree and the professional experience requisite for the organization to succeed, this is not the case. Lack of funding does derail the activities of the organization in a number of ways. The management has to seek alternative full time work to subsist and do not devote their entire effort, energy and time to the running of the organization. They instead run these organizations during the weekend, after hours and whenever time is available. This results in operational inefficiency as evidenced by the number of organizations that fail within the first or the second year.

Challenges and Strategies for Solving Them

Below are two tables summarizing challenges Somali community organizations experience and the strategies they adopt and use to alleviate them.
## Challenges facing Somali Community Organizations

### Table: 5-4

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No. of Organizations Experiencing this challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Financial /Lack of grants</td>
<td>8</td>
</tr>
<tr>
<td>2. Lack of human capital/resources</td>
<td>8</td>
</tr>
<tr>
<td>3. Competition for funding and work among community members</td>
<td>6</td>
</tr>
<tr>
<td>4. Cultural Barriers such as understanding of diseases and healthy lifestyle, role and place of men and women, age, community / client apprehension, ignorance, lack relevant knowledge and information</td>
<td>7</td>
</tr>
<tr>
<td>5. Funding Agencies Apathy</td>
<td>7</td>
</tr>
<tr>
<td>6. Human Resources and Capital (lack of skilled staff and volunteers)</td>
<td>8</td>
</tr>
<tr>
<td>7. Conflicts between management and administrative staff and personnel</td>
<td>1</td>
</tr>
<tr>
<td>8. Operation resources such as buildings, printing machines, tables, chairs, community gathering venues</td>
<td>8</td>
</tr>
<tr>
<td>9. Adequate knowledge and experience to run non-profit organization</td>
<td>7</td>
</tr>
<tr>
<td>10. Community increasing demands for organizations’ resources</td>
<td>8</td>
</tr>
</tbody>
</table>
Somali Community Organizations Strategies to Address Problems They Experience.

Table: 5-5

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategies to Solve Them</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Financial /Lack of grants</td>
<td>Partnerships, cutting staff and discontinuing programs essential to community members, management run the organization on part time basis, contract services instead of having full time employees.</td>
</tr>
<tr>
<td>2. Lack of human capital/resources</td>
<td>Depend on volunteers, board and staff development</td>
</tr>
<tr>
<td>3. Competition for funding and work among community members</td>
<td>Partnerships to avoid duplication and to leverage other organizations’ strengths</td>
</tr>
<tr>
<td>4. Cultural Barriers such as understanding of diseases and healthy lifestyle, role and place of men and women, age, community apprehension (reluctance)</td>
<td>Adopt culture, gender and age appropriate methods of communication and practices. Taking services to the peoples’ neighborhood, use of radio and TV using local languages to reach their audience, word of mouth</td>
</tr>
<tr>
<td>5. Funding Agencies Apathy to fund African Programs and Non –Profit Organizations</td>
<td></td>
</tr>
<tr>
<td>6. Conflicts between management and administrative staff and personnel</td>
<td>Board education on conflict management and resolution</td>
</tr>
<tr>
<td>7. Lack of operation resources such as buildings, printing machines, tables, chairs, community gathering venues</td>
<td>Engage in Partnerships</td>
</tr>
<tr>
<td>8. Adequate knowledge and experience to run a non-profit organization</td>
<td>Board and staff training and development, hire experts such lawyers, social workers and accounts</td>
</tr>
<tr>
<td>9. Community increasing demands for organizations resources</td>
<td>Offering services for free</td>
</tr>
</tbody>
</table>
Implications for Adult Education and HRD

Economist regards human capital as one of the inputs for production of goods and services and has evolved measures of productivity in terms of the labor cost per unit of output or value of national product. This is a very limited view of the contribution of human beings to social productivity and distribution that may be useful in measuring the overall efficiency and sophistication of economic systems or means of production, but reveals only a small part of their role in social distribution of goods and services. Up to the advent of mechanization, the most prominent role of people in material production was through physical labor such as hunting in the forests, harvesting the fields, rowing boats, laying bricks for houses and roads. But even at the earliest stages of this process, the input of physical energy was accompanied by an input of manual skill, organizing capacity and intelligent discrimination as well.

Over the course of human development the physical, social and mental skills of the work force developed hand in hand with the development of technology, social organization and scientific knowledge. Each progress or advance in the methods of production, distribution, and exchange required a corresponding advance in the capabilities of the work force. Even with the widespread introduction of mechanized technologies during the past 150 years,
physical labor remains an essential input for all but a few fully automated (robotic) production processes. However, the skill and knowledge required today for manual workers to handle materials, operate and maintain machines, conform to work rules, safety regulations and management systems, perform quality audits and coordinated activities far exceed the capacities required even for many of the most highly skilled tasks in earlier centuries.

However, the proportion of the work force engaged in manual labor has declined radically mostly in the developed countries with the shift from agriculture-based to industrial and service economies. Attributing social development to technological advances diverts attention from the fact that tremendous increases in the depth and breadth of knowledge and technical skills possessed by scientists, engineers, designers, inventors, technicians and operators at all levels and in all fields are responsible for the development, application, diffusion and utilization of these technological advances. Technological advances are not the accomplishments of the machine. They are the innovation and achievements of human beings.

The remarkable advances in the development of organizations conform to the same principle. It is the continued growth in the capacity of human beings to conceive, design, plan, allocate, systematize, standardize, coordinate, and integrate actions, systems and organizations into larger, more complex and more productive arrangements that is responsible for the process of social
development discussed in this dissertation. In this sense all development reduces itself to the development of human beings.

We have seen that energy, knowledge, skills, attitudes, aspirations and organizational capacities are the essential determinants of human productivity. Human energy is based on physical and mental health. It is augmented by peace, political and social freedoms. It is released by opportunities for economic gain and personal advancement through education. It is elevated in its expressions by adult education and higher values. Humanity is healthier and better fed today than at any time in the past, yet more than a billion people still live in poverty – mostly in poor countries. The physical improvement in the health and nutritional levels of the poor throughout the world will provide the physical basis for far higher levels of human productivity in the future.

The worldwide Obama revolution of rising expectations (yes we can) is one expression. In many countries today, no more than half of the population has had the benefit of even a rudimentary primary education. No country can yet claim that even a majority of its people is truly well educated. The movement toward universal education at the primary level and advancement of more and more people to higher levels of education is still gaining momentum all over the world. With each successive decade it will add immeasurably to the quality and capabilities of the work force and the development potential of society through adult education. Increasing physical
security, social freedom, economic opportunity and higher education are powerful forces for the refinement of attitudes and elevation of human aspirations. The cumulative impact of these positive influences will prepare the way for far higher levels and faster rates of social development than have been achieved or conceived of until now and more so for immigrants and refugees. The yesterday Nomads are today’s Tweeters!

**Implications Summary**

In the last half of last century there have been two historical markers of American immigration that have also been periods where a large number of immigrant organizations have been formed. The first period is during the late 1960s and early 1970s following the civil rights movement and changes in the racial or ethnic/national origin composition of immigration flows to the United States more towards Asian, Latin American, and Caribbean populations. A second period of organizational growth occurred during the late 1980s following the Immigration Reform and Control Act (IRCA) of 1986 and the acceleration of mass immigration to the “land of opportunity” or land of “honey and milk” according to Somalis – Twittering Nomads.

In the context of organization development, changing economic and political relations, based on the ownership and control of information technologies and communication, raise important questions for community organizing in a
increasingly privatized, postindustrial world of a knowledge society: Who
produces knowledge and for whose interests? What are the implications of a
changing economic and social order for the relatively powerless? Who are the
have-nots in the knowledge society, and how do they organize against the new
elements of oppression the knowledge society brings?

In Africa, the supposed development paradigms of the 1960s and 1970s
derived from the legacy of colonial rule, especially the development planning
systems of the late 1930s and post-WW2 period. The conception was top down\textsuperscript{22} as
a result of military-bureaucratic language of WW2 and US management literature
emphasis on: "objectives", "targets", "strategies", "capability" as the
operationalization of the “Marshall Plan” meant for the reconstruction of Europe.

The formal development paradigm of the late 1950s, combined with digital
processing, produced much spurious (and some credible) quantification, usually at
great cost. Following the demise of Soviet empire and fall of Berlin wall,
developmental emphasis shifted towards accountability, transparency,
democratization and so on. There was little stakeholder involvement of those
undergoing "development", a fact which must rank high among the causes of the
failures of development to improve the lives of the majority poor of the
"developing" world and more so in Africa. Community-based organizations as

\textsuperscript{22} Development was something governments did for or to people (Berry, S. 1993.).
vehicle for development arose as a reaction to this realization of failure, popularized particularly by Gordon Conway and Robert Chambers (1992), and more recently by David Korten (1996).

In addition, because of the many different cultural responses which immigrants undergo, economic success does not always occur. Often times, cultural conflicts arise. The American culture may prove to become an obstacle in the resettlement process. This "obstacle" can make it difficult for an immigrant to succeed economically. In addition, language barriers may also exist, complicating the achievement of economic success. These obstacles must be overcome in order to succeed. By integrating or acculturating into the American culture, the obstacle will not be able to hinder one's success. Hence, the best way of achieving economic success involves acculturation into the American culture, the complex process of transforming yesterday's nomad into today's Twitterer!

There is thus an increasing urgency for CBOs organizational development in order to cater for the growing needs of immigrant communities of African descent especially the Somali Community. This transformative necessity is a product of growing political instability in different parts of Africa but also changing ecological conditions which have forced immigrants and refugees to move to the United States. While CBOs have been in existence for many years, current CBOs have to contend with new challenges such as
dealing with and embracing technological and communication tools (often unfamiliar to majority of the refuges) and vehicles to acclimatize them to their new home. The refugee resettlement process is little understood by those who set the policies.

These organizations also have to structure their work in ways that meet the challenges and the needs of “new” immigrants. Based on my findings, I am convinced that identifying organizational changes, their problems, and how they respond to new patterns of immigration is imperative for theoretical developments in adult education and HRD, policy planning and development, and for aiding State and private organizations and the Federal government in effective service delivery to this growing and important segment of U.S. population.
CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Summary Results

The primary goal of this study was to examine how and why Somali community-based organizations are established, how they grow, manage change, challenges they face and the strategies they adopt to circumvent them. A secondary and related objective was to explore the relationship between managers’ education and community culture on the success of Somali nonprofit organizations. Research for this study was conducted through in-depth open ended interviews and lasted from April-August 2008.

My underlying assumptions were:

1. Culture, ethnicity, education and financial imperative have significant impact on the establishment, development and growth of Somali Community organizations.

2. While organizations differ in their needs and goals, there are fundamental similarities such as access to finance which have a significant impact on communities they serve and the sustainability of the organization.

3. Educational background of managers and directors of Somali Community Organizations have a direct relationship to the organizations’ success.
4. OD theory and practices have only a minimal bearing in direct structures and practices of Somali Community organizations in Minnesota.

5. Somali Community organization practices and development have a direct implication on Adult community education.

6. Somali Community organizations only serve a limited group of population - immigrants and refugees from North East Africa.

Findings:

Somali community-based organizations (those founded and managed by Somali immigrants) began to proliferate in the Twin Cities in Minnesota in the early 1990s. The establishment of these organizations is linked to political instability that took place in the horn of Africa where Somalia, Ethiopia, Eritrea and Djibouti experienced warfare and civil strife that forced many particularly women and children to flee affected countries to neighboring countries where they found refuge in UN refugee camps and subsequently made their way to countries in Europe, the United States, Canada and other parts of the world. Upon arrival in the United States many were confronted by resettlement challenges forcing and providing the opportunity those who had been here to form organizations that would address both social, health and physical needs of these newcomers mainly consisting of illiterate Somali nomads.
The objectives for establishing these organizations fall within the realms of the broader discourse why such organizations are established. I have discussed these issues in chapter two but I will repeat them here for emphasis and to conclude this discussion. First, organizations are usually formed in groups that are relatively large and usually growing both in population and visibility in the community. Second, as the immigrant population settles the group develops a distinct sense of their social service needs. This usually has two components: a) the group develops a sense of what services and programs it particularly needs (needs assessment) and b) the group develops a sense of what it needs differently or the kinds of services and programs that need to be provided in a way that is consistent and sensitive to the cultural and social needs of the group. If a group does not have an unmet demand for services or the service can be readily obtained from other existing providers the incentives to start organizations are clearly lowered. A third element that related to the formation of immigrant organizations is the existence of a social service professional human resource base from the immigrant community that would serve to start, guide, direct, manage, and administer the organizations. In several instances the founders of organizations worked in the senior staff of metropolitan level service providers or immigrant organizations from related groups and eventually these persons left these organizations to start groups to more directly serve and strengthen “their communities.” Many of the staff that works in immigrant organizations is
educated in some of the leading policy and management institutions in the Twin Cities or other institutions in the United States.

A fourth element related to the formation of immigrant organizations is connections to the greater metropolitan service delivery system. This means that someone from the community has to have the capacity to understand the grant writing and seeking process and all of the intricacies of program design, planning, management, and reporting. Some human resource capacity and connections to the metropolitan level social service delivery system are key assets that need to be within the immigrant community in order for immigrant associations to grow and develop into more sustainable organizations. The fifth element related to the formation of organizations is organizational resources and capacity. Immigrant communities that come with experience in the formation and management of organizations and that have certain organizational assets and resources are more likely to form and sustain organizations. In the case of social service providers, particularly from low income immigrant communities where “internal” resources may be more difficult to obtain, factors related to connections and networks with external resources are essential in securing the flow of funds that are needed to manage and maintain a non-profit organization. Immigrant organizations often emanate from, are connected to, subcontract with, and compete with the mainstream service providers but together they make up the immigrant service delivery system. All issues addressed above in the theoretical literature reflect the
nature of Somali community-based organizations and the reasons they were established. (See a discussion of my findings in chapter four).

There is a sizeable Somali Community in Minnesota. Upon arrival many Somalis were confronted with cultural difficulties, the United State bureaucratic structures, immigration, health, education and cultural demands they were not accustomed to in the Somalia nomadic life style. The emergence of community organization was driven by the ability and desire of leaders to find vehicles through which they could address those demands. As discussed in chapter four, these led to the establishment of several organizations and only eight are discussed in this work in detail.

There is a corpus of theoretical literature on models of non-profit organizations. The two models that find resonance with Somali community-based organizations are the community need driven model as noted by Platteau and others (2003) and action reflection model (Rahman, M. A, 1993). As discussed in chapter four, the Confederation of Somali Community in Minnesota, Somali Women Association in Minnesota and African Community Organization exemplifies characteristics of community driven model. Banadir, Somali Family Services, East African Health Project, Health and Education Association for Development clearly fit within the action reflection oriented model. All organizations analyzed deal with interventions at the community level and generally work with some social justice issue(s). They have structures and
frameworks to facilitate these processes. Six of the managers of these organizations have advanced degrees. They hold regular meetings for a specific period of time to discuss strategic management, financial and policy issues.

Participation in community-based organizations is generally voluntary and open to any individuals with interest in the particular issue and all Somali community-based organizations depend on volunteers for community service.

These organizations (CBOs) play a key role during all parts of the resettlement process and in the social, cultural, political, and economic adaptation and incorporation of immigrants’ organizations Somali Community organizations perform a variety of roles. First, assist individuals and families to settling down in Minnesota by providing advice and support, help in processing heir immigration papers, or sponsor relatives to come to the United States. Second, these organizations provide an array of social services and community programs that are designed to assist in the socio-economic adaptation and integration of immigrants into US society. Third, these groups serve as an advocate for their ethnic groups by articulating their social service needs and representing the concerns of in city or county level political and policy processes and by managing the flow of resources and programs from the state and county level to the community level. The fourth function of immigrant organizations is to serve as bridges between immigrant communities and government bureaucracy. In addition to the above, they
preserve cultural heritage and act as facilitators of cultural and socio-economic adaptation. Through the creation of community centers, they provide services to satisfy the material and social needs of immigrants to ease adjustment to America way of life. As other scholars have argued they aid in the Americanization process most notably as noted by Hagan, J. & Baker, S. G. (1994).

Somali community-based organizations face financial, social, human resources challenges. Many are constrained by the ability to obtain funding to implement programs and whenever they obtain funding when the funding runs out they discontinue programs communities need. To circumvent financial difficulties, they enter into partnership with organizations offering the same or complimentary services. Most organizations lack strategic focus and management. Finding suggests while growth is evident in the number of services they offer, these growth is organic and does not transcend its ethnic base. The implications are dire. First, there is clear duplication of services across all the organizations. This characteristic or pattern creates competition for resources and even among community leaders for access to communities members they serve and also for funding. The manager of ACO while discussing the challenges their organization face, also highlighted apathy from funders as one of the challenges they face. In addition, community leaders also compete for community ownership in the process community members have
also become apprehensive about participating in outreach programs when the services are imperative for their survival.

Culture and religion has an impact in the work of Somali community-based organizations. Those served by the organizations discussed ascribe to a conservative interpretation of Islam and have strict regulation of gender roles and relationships. In recognition of the role culture plays in managing and running non-profit organizations, managers work closely with community members to adopt communication modes that find resonance with community and respect their gender, age and social values. For example, issues about sexuality are very age and gender specific. East African Health Project recognized this and devised HIV/AIDS outreach programs that segregated community members by gender and age. This approach worked well and the project was successful. All managers interviewed noted that one of their strengths was their ability to speak and relate to the culture of their people. They also leverage their background to provide culturally appropriate and relevant programs as the researcher discussed in the findings. There are other mitigating factors that inhibit the work of these organizations such as funder’s fatigue, conflict and other dynamics.

The relationship between managers’ education and the success of the organizations they serve was hard to quantify because of the subjectivity of measures of success. Managers indicated in various ways that they were
successful because in certain instances they were able to change individual community members' lives by helping them find jobs and working with their employers when problems arose. Others pointed to the number of services and programs they offer and the quantitative number of individuals they serve. To some managers success was reflected in the number of staff members they were able to hire to reach out to the community. An analysis and assessment of the relationship between education and the organizations' success is not disputable. But, education of managers alone cannot account for the success of these organizations. There are factors such as finance, community willingness to participate, the nature and type of programs they implement, strategic vision and management among others that have a direct bearing to the working and functions of the organization.

Limitations of this Study

The study is based on a limited number of organizations through the use of case studies. These case studies were chosen based on criteria described in detail in chapter two. Eight out of 25 organizations cannot claim to represent the diverse sample of Somali community organizations as such while the results are useful in enlightening us about the nature, structures development and growth of Somali community-based organization, the findings only apply to a minimal number of organizations. These findings while relevant in
enhancing the dynamics of the community organizations development anticipate continuation of further investigation. Their applicability is limited towards organizations that serve people of African descent in North America and Twin Cities in Minnesota in particular. Each state, regions and locales have factors that are unique to those regions and the impact would be diverse and varied depending on the place.

The circumstances under which these organizations are established are unique to these organizations. As the findings discussed in this thesis reveal, those organizations discussed in this work, were set up to serve immigrants fleeing from wore torn East African countries of Somali, Ethiopia, Eritrea, and Djibouti. The trauma of conflict is for example unique to the individuals these organizations sought to serve. Therefore there are finding that may be applicable to other organizations in other part of the country.

The other major limitation of this study is bias embedded in data collection which the researcher had no control. Interviews are mediated processes and while the researcher asks questions, the interviewee may privilege certain information that may shed him/her or the organization they work for in a positive light and in a way misrepresenting information.

The study was also limited to community based organizations founded and managed by Somali immigrants. It is imperative to mention that there are
many other organizations that serve individuals of Somali descent and others from North East Africa.

As a Somali immigrant, I may also have biases that may seem inherent in my presentation of my research findings. But while my nomadic background may be problematic, it is also the strength of this work. Not only do I understand and speak the Somali language and as such was able to communicate effectively with my interviewees, I have also worked extensively with community organizations in Minnesota and Africa.

**Recommendation for Practice and Policy**

Human resources development is vital for community development. This research has revealed that Somali community-based organizations are an intricately intertwined web of network of institutions for achieving human resource and social capital growth and development. Community organizations’ roles as brokers of American and ethnic immigrants communities cultures strategically locates them as central to the financial, economic and health of Minnesota population. Qualified manpower that does not have to drain the financial coffers of the state or the federal government is of significance to both immigrants and the general population in Minnesota. This reduces cost and subsidies the government has to pay to support Somalis and immigrants, public health campaigns and outreach programs also
minimize the consequences of undue unanticipated health problems likely to affect all communities since both interact at the workplace, schools and in social gathering and events. While on the surface the programs might seem only beneficial to the immigrant communities, the depth and both short term and long-term consequences extend beyond immigrants population.

From a policy stand point, this study recommends the involvement of community members in enacting policies, developing programs, and implementing social, economic, education and health programs. Currently leaders of Somali community organizations play very minimal role in policy discussion and decisions. These organizations work directly with community members. They also speak their language and understand their culture. Some of the managers have even experienced the trauma of displacement and can relate to the problems these organizations seek to redress.

The findings of this dissertation reveal the lack of training, vision and strategic planning for short and long-term growth, product and services innovation. There is duplication of services which creates funding organizations apathy towards and community apprehension towards the services these organizations provide. There should be a clearing house at the Attorney General’s Office that acts as a clear house at the point of registration to avoid duplication. Moreover, controlling the number of community organizations would ensure that both the Minnesota State and the federal
government allocate and spend their dollars for social services effectively and efficiently. Additional resources may be necessary to measure the extent to which these programs are successful. An alternative approach would be to encourage mergers to eliminate duplication to maximize functions and services. This would force community leaders to forgo their own self-serving interest in order to create an organization that would capitalize on economies of scale. In addition to the above recommendations, on leadership training and on strategic planning involving product development, service innovation, operations and marketing of the organizations would provide directions for achieving meaningful measurable outcomes. This would call for putting in place outcome measurement instruments which would encourage ongoing changes, development, progress and growth.

**Recommendation for Research**

This is a relatively new area of research with the potential for additional intellectual inquiry to explore a number of issues. For example, while this study addressed the development of Somali community organizations, it did not attempt to address the intricacies of immigrant cultures on social, health, labor and education institutions in Minnesota. Immigrants inadvertently force existing communities to change in many ways. It is easy to delineate the impact of Americanization process on immigrants; it is often hard to identify
the manner in which immigration, particularly of refugees is impacting existing organizations and institutions. While often the reverse is also often a possibility, there is currently no study looking at the ways in which this current wave of Africans migrations to the United States is transforming sectors of society together with institutions. This is potentially an important area of research.

Theory is insightful in providing explanations how systems work and change. There are numerous theories on Adult Learning and Development. Adult learners have unique requirements than the traditional learner at different levels of the education system. This problem is however compounded by the ethnicity and culture of the individual learners. Essentially this raises fundamental questions about the relevance of adult learning theory and practice to immigrant learning. Findings of this research reveal that while immigrants share the same characteristics with all adult learners, culture in many ways mediates how they adopt to modern learning process. A possible research area could be an analysis of the influence of culture on adult learning theories and practice.
References


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Harrison, Bennett and Marcus Weiss (1994). Workforce Development Networks: Community-Based Organizations and Regional Alliances, Sage Publications.


Trice and Beyer (1993). The cultures of work organizations, Prentice Hall.


APPENDIX A: Human Subject IRB Exemption Letter

From: irb@umn.edu [mailto:irb@umn.edu]
Sent: Monday, February 18, 2008 1:19 PM
To: osma0031@umn.edu
Subject: 0802E26304 - PI Osman - IRB - Exempt Study Notification

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 0802E26304
Principal Investigator: Sirad Osman

Title(s): Identifying the organizational changes taking place Somali community-based organization (CBO) in response to new patterns of immigration: Implications for Adult Community Education

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter. This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for three years from the date of this correspondence. You will receive a notification requesting an update after three years, at which time you will have the opportunity to renew your study.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654. You may go to the View Completed section of eResearch Central at http://eresearch.umn.edu/ to view further details on your study.

The IRB wishes you success with this research.
APPENDIX B: Consent Form

You are invited to be a participant in a dissertation (research) study entitled “Identifying the organizational changes taking place in Somali community-based organization (CBO) in response to new patterns of immigration: Implications for adult community education”. You were selected based upon your role as a manager of a Somali Community-based Organization. I ask that you listen to this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Sirad Osman, Ph.D. candidate at the University of Minnesota graduate school, Twin Cities Minnesota. Professor Rosemarie Park from the Department of Work and Human Resources Education (WHRE) is his academic (research) advisor.

Background Information

The purpose of this interview is study how Somali community-based organizations (CBO) form, grow, develop and manage change? Within this question there is a sub question: What types of competencies (such as education, ability, skills and experience) do managers practice to form, grow, and develop CBO at different stages of development? The goal is to learn about the Somali Community-based Organizations in the Twin Cities area.

Procedures

If you agree to be in this study, you will answer interview questions related to your experience and knowledge of Somali community-based organization. This will take approximately 30 to 45 minutes of your time. Some questions may be considered sensitive and/or personal. For example, we ask about your initial involvement, planning, growth and development of the organization.

Risks of being in the study

We believe the risks of this study are minimal. First, some of what may be considered sensitive questions may upset you. You may choose to not answer any or all questions and quit the interview at any time. The ability to link responses to a specific person is also a potential risk. This is minimized by not asking your name or other clearly identifiable information. Our analysis will never report individual responses. Only statistics such as totals and averages will be reported.
Benefits of being in this study

There are no direct benefits to you for participating in this study. The large benefit, we hope, is to improve the performance of Somali community-based organizations in the Twin Cities.

Confidentiality

The records of this study will be kept private. In any sort of study we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records and will be destroyed after the study. I will maintain complete anonymity of the interviewer respondents by not recording their names on the interview. I will keep all individual-level data confidential.

Voluntary nature of the study

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with me or the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Question

The researcher conducting this study is Sirad Osman. Professor Rosemarie Park from the University of Minnesota is the research adviser. If you have questions, you are encouraged to contact Sirad Osman at 651/493-7332, sirad@newamericans.us.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact Dr. Rosemarie Park of the department of Work and Human Resource Education, Room 420D VoTech, 1954 Buford Avenue, St. Paul, MN 55104; phone number: (612) 625-6267 or parkx002@umn.edu.

This copy is yours to keep.
APPENDIX C: Interview Questions

Identifying the organizational changes taking place in Somali community-based organization (CBO) in response to new patterns of immigration: Implications for Adult Community Education

I will begin asking formal questions to learn the background and the nature of the community-based organization and then continue with the open-ended questions with probing.

RQ1: how do Somali community-based organizations form, grow, develop and managed change? Within this question there is a sub question: What types of competencies (such as education, ability, skills and experience) that managers practice to form, grow, develop CBO at different stages of development?

I will relate my questions to find out how people develop initiate, form, grow, develop using Knapp’s stage model. Following are some of the probing questions I may use in addition to the narrative or the life story of forming, growing, developing and managing change in community-based organizations.

**Biographical Information**

1) Name of organization

2) Location

3) Date of founder

4) Educational qualification

5) Service(s) provided

6) Number of clients by:
   a) Age
   b) Gender
   c) Race
   d) Education
   e) Social Class

7) Number of Staff:
8) Staff qualification

9) Financials

10) Accomplishments in the following area since year of founding

   a) Services
   b) Partnership
   c) Funding

**Biographical Information about the Founder or Management**

11) Name:

12) Age:

13) Education:

14) Ethnicity, Race,
15) Previous experience with CBO

16) If yes can you explain the kind of experience whether management, worker, service provider

17) Do you have any training relevant to run this organization? If not any efforts to acquire such either through regular college attendance, short courses etc

18) What impact if any has the training or education had on your own personal advancement, growth and expansion of the organization you run? Explain as much as you can.

**Management and Operational Structure of your organization**

19) What’s your organization structure?

20) What the structure based on predetermined needs of the organization or goals the organization intended to achieve?

21) Did leaders consult others to develop that structure, if not why and how did you decide to pick that structure?
22) Have the needs of your clients changed and how have you managed such changes?

**Initiating stage**

1) Tell us what inspired to start your organization?

2) Could you talk about the organization management structure
3) How did you meet your board members?

4) Can you please describe how did you come to conclusion to form the initial board members?

5) What unique attributes did they possess that motivated you to choose them?

6) If you were hired by a board to run this organization, what is your relationship with the board of directors

7) How often does the board meet and what kinds of issues do you discuss?

5) How did you begin your first conversation and what form? Face-to-face, phone, email or a letter?

7) Why did you choose that method for form of contact?

8) Can you please explain what happened at that time? How did your board members initially respond to your questions or request?

9) What challenges did you encounter during this initial phases of building your organization?

10) How did you solve some of these challenges?

11) What lessons if any did you learn about the process?
Experimenting:

12) How did you begin forming the organization? What services did you begin with?
13) Would you please describe how you began forming the organization or relationship with initial board members?
14) What information did you try to get from board members?
15) How did you find out you had common interest in serving the community?
16) How long did the preliminary discussion of forming a CBO take?
17) What issues were central in your conversation?
18) Can you remember what questions were asked before taking a decision to form the organization?
19) What types of information did you exchange with your initial board members?

Intensifying or growing stage:

20) Could you please describe what type of problems you face in dealing with
   a. Clients
   b. Board members
   c. Staff
   d. Partners
   e. Funding agencies

21) Could you please describe your most enjoyable and frustrated event in dealing with so and so and why? How did you feel about that incident?

22) How did you promote or convince the uniqueness of your service to convince the initial board members to work with you?

23) How do you try to reach your clients
24) What efforts or measures have you put in place to expand your organization?

25) How did you choose your initial organization project and come to agreement on that specific project?

26) Has the number of services you provide expanded? Could you explain how? And in what areas this expansion has taken place?
   a) Staff
   b) Services
   d) Facilities and infrastructure
   e) Funding

27) What motivated you to expand your services in the areas identified above?

28) How did you manage this change? Were your staff members receptive or not? Explain each response in detail.

29) What motivated you to expand your services?

30) In your assessment, were you successful?

Integrating:

31) Could you please explain how did you agree on that initial project?

32) How did you do that and why?

33) Have you trained your staff and board members? Why and How?

34) Why did you continue relationship with so and so and why not with other person?

35) What made you to think it is good to continue close relationship with so and so?

Bonding stage:

36) Have you or another board member suggested time limit of board membership?

37) How did you come to the conclusion to agree on time limit?
38) Can you please explain what happen how you decided?

39) Who prepared your organization article of incorporation? How did you determine the content?

Differentiating:

28) Can you please describe any incidences if any or any conflicts that arise during that period? Why such things have happened?

29) Can you please explain what happen in the process of developing the article of incorporation?

30) How did you solve problems?

31) What happen after that and why?

Circumscribing:

32) Why did you decide to increase or decrease your services?

33) How did you end the services you terminated?

34) Have you ever stopped project implementation halfway?

35) Why?

36) What happened?

37) What did you do after that?

38) Why did you terminate the project implementation?

39) How do you feel after that incident?

40) And why?

Avoiding state:

41) Did you avoid communicating with your board or other stakeholders?
42) Why? Or Why not?

43) How did you end your relationship?

44) How do you feel about ending the relationship?

**Termination stage:**

45) How have you term business relationship?

46) What actions did you take?

47) Why?

48) What other stories do you have regarding this relationship?

To find data for the sub question “What types of competencies (such as needs assessment, role, and related skills) that manager’s practice to form, grow, and develop CBO at different stages of development, I will use the following probing questions?

49) What skills were most helpful for you to continue your organization growth?

50) What skills/experience did not help you to develop the organization?

51) How did you solve above mentioned incidences or problem?

52) What type of skills do you think would help you to develop better or more successful organization?

53) What are your recommendations to gain success in community-based organization?

As Patton (2002) states opinion questions are also helpful in finding information for developing projects. Those are sample questions but depending on the situation, I will change or modify the questions until I am satisfied with the amount of data for my analysis. I may visit subjects more than once depending on the answers and the amount of information.
LIST OF FIGURES

Appendix D: Map of Somalia inside the Map of Minnesota indicating Somalis in MN