

Everything Present in the Seed

Community Leadership Training





Believing in Learners Believing in Communities



To see things in the seed, that is genius.

Lao Tzu

This manual came to life because many people believe in our neighbourhoods and in the incredible power of community volunteers. It started as a little seed; just an idea among community organizations wanting to support their volunteers to grow and share their strengths.

It grew and was nourished by the commitment and hard work of community development staff at Kiwassa Neighbourhood House, Cedar Cottage Neighbourhood House, Little Mountain Neighbourhood House, and the Downtown Eastside Neighbourhood House. Capilano University was the gardener, tending to the ideas and watching them grow. This was an incredible privilege. Learners brought their ideas, shared their life experiences and put time into the project. They all shared ideas with each other. A Learner Advisory Committee gave particular attention to the process, pioneering many of the ideas with us.

The process was made possible by funding from the Human Resources and Skills Development Canada Office of Literacy and Essential Skills who recognize the rich learning opportunity available through volunteering and the importance of volunteers having essential skills for involvement in their community. All of our partners – the learners, the Learner Advisory Group, the Partner Advisory Group and our funder – saw things in the seed and went the extra distance to give it life. We deeply appreciate everyone's contribution.

Everything Present in the Seed

Community Leadership Manual

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Introduction to Our Manual

Canadian communities are made up of men, women, youth and children from all parts of the world. We represent many languages and cultural groups. We have different sexual orientations and practice all the faiths of the world. Together, we offer diverse abilities. It is who we are as Canadians.

However, in all our communities there are also special people who give the place heart and soul. They are the community members who contribute their time, ideas and energy in big and small ways to reach out to each other and to create a better world. Some people call them volunteers or community leaders; these community members often say “it’s just what we do.” They are simply people using their energy in good ways to make their communities caring places.

Many community members work through community organizations such as neighbourhood houses, community centres, women’s centres, and drop-in centres. Others work through faith-based organizations such as temples, synagogues, mosques and churches. These organizations provide opportunities for people to learn about their own gifts and how they can use these to benefit the community. They support people to use the power they have naturally but sometimes don’t recognize. They bring people together in circles and in conversation. This allows people to see the power they have together and the caring that is visible whenever people get together to improve their communities.



Participants in the Watari Community Leadership Training on their first field trip to Inner City Farms, a social enterprise in Vancouver that uses donated front lawns to grow food locally.

The Manual Offers

This manual is designed for people who are passionate about making a difference in their communities. It is also written for staff in the non-profit sector who have the privilege of working with volunteers. The manual provides practical ideas and exercises on how to support volunteers to share their ideas and learn new skills together.

The manual is designed to support the community development process. Some people see community development as a social change spiral. The spiral starts, as we do in this manual, with ideas and experiences. People then work together to analyze those experiences and identify actions they can undertake together. Once the action is complete, they think together about what they learned and what else they want to learn.

Each section of this manual gives you new language and different ideas to help you and your group learn community development skills in a reflective way. It also includes an in-depth exploration of what community development is. It builds concrete skills needed for community development such as: communication, facilitation, community research, project planning, and proposal writing. Each chapter provides:

- an overview of key ideas
- definitions of new words
- exercises to help you share ideas
- multimedia available to help you learn more about the topic
- opportunities to practice writing skills; and
- additional reading that expands your thinking about your volunteer work.

As you go through each chapter, you are invited to act on what you have learned, providing an opportunity to reflect on your learning through action, like the spiral of change.

How This Manual is Different

There are many books on community development and social change. This manual helps you and your group improve literacy and essential skills while learning more about community development. “Essential skills” is a term used to describe nine kinds of skills that are necessary for work and life. They are:

Reading

Understanding materials written in sentences or paragraphs (for example letters, manuals).

Writing

Communicating by putting words, numbers and symbols on paper or a computer screen.

Numeracy

Using numbers and quantities to complete tasks (also called math).

Document use

Finding, understanding, or entering information in different types of documents, such as maps, charts, tables or forms.

Oral communication

Speaking and listening to exchange thoughts and information.

Thinking

Finding and evaluating information to make decisions or to organize work.

Working with others

Working with others to complete tasks.

Computer Use & Technology

Using computers and other forms of technology.

Continuous (lifelong) learning

Working to improve skills and knowledge all through your life.

This set of skills was first set up for workplace literacy. It was designed to help workers know exactly what skills are needed for each job. In community work, many workers are volunteers, using and learning skills that are also important for paid work. But we have found that many volunteers get stuck. They are often really skilled in one area such as “working together,” but their writing or English skills are not high enough to qualify for a job in their own community organization.

This manual is designed to help groups combine a volunteer’s passion for their community with learning. The activities in this manual bring out what volunteers already know, highlight their strengths and give them a chance to improve their literacy and essential skills at the same time.

How to Use the Manual

The material in the guide can be used like a menu where you get to choose what you want to learn and when to learn it. You can:

- read it through independently and try some of the exercises
- create a series of workshops, following the format we give you in this book
- identify sections that you want to focus on and plan workshops around those sections
- select exercises or readings that you want to use in workshops you are doing; or
- reflect on your progress in building essential skills for community development.

New words are underlined. These words are defined in the **New Words** charts.

How the Manual Was Developed

This manual was developed and tested through the Volunteer Connections Project, a three year participatory research project funded by Human Resources and Skills Development Canada, the Office of Literacy and Essential Skills. Capilano University instructors wrote the manual with community organizations and learners. This partnership had multiple levels:

- Capilano University worked with community organizations to bring the resources of the university to the community level and to create opportunities for mutual learning.
- Specific non-profit organizations - Kiwassa Neighbourhood House, Little Mountain Neighbourhood House, Downtown Eastside Neighbourhood House, and Cedar Cottage Neighbourhood House – worked with us to help us understand the community context.
- Learners were our most important partners. They participated in weekly volunteer development workshops and gave their input on how to build skills while honouring the commitment residents bring to their roles.

Our activities involved asking questions, documenting what we learned and testing the ideas. We talked to neighbourhood houses and other community organizations about their learning needs. We developed a draft manual and tested it with a small group of leaders. Along the way, we offered workshops where we shared the learning with other potential leaders. Through this process, we finalized the manual and supported each other to learn more about essential skills and community development. We hope it is a useful tool for your community.

Community and Social Change

“ A strong community knows it needs everyone to give their gifts.”
- Harold Kushner

“ I am a reflection of the community.”
- Tupac Shakur

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“ Be the change you want to see in the world.”
- Gandhi



CHAPTER 1

You, Community and Social Change

I am a huge believer in giving back and helping out in the community and the world. Think globally, act locally I suppose. I believe that the measure of a person's life is the affect they have on others.

Steve Nash, Canadian Basketball Star

Together with individuals and families, communities are society's most important social building block. It is really important that all our communities are safe, healthy places to live and grow where everyone feels welcome.

Communities are made up of all different kinds of people: different ages, different cultural groups, different faiths, different sexual orientations and different abilities. Everyone's experience in our communities is different. Some communities provide more opportunities for some people than for others. Some communities help each other more than others. This manual is about how to build caring and just communities for everyone.

In This Chapter

You will:

- **talk about different kinds of communities**
- **reflect on what makes a community healthy or unhealthy**
- **learn about other community connections in your group through storytelling; and**
- **think of yourselves as a new community, exploring the topics in this manual together.**

Key Ideas

Webster's Dictionary defines community as "people with common interests living in a particular area." But if you were to ask your friends or family to tell you what community is to them, you would get many different answers. It is different for everyone.

A community can be a place like a town, a neighbourhood, or a housing community.

A community can be a group of people. It may be people in your singing group, local school association, a group of friends. It could be a community organization where you feel comfortable, like your neighbourhood house.

A community can also be a group of people who share the same culture, experiences or beliefs. It can be a group where you share language or history or a social network you participate in, such as the lesbian, gay, transsexual and/or bi-sexual (LGBT) community or a group of mothers which connects with other mothers through their children's activities. It can also be a spiritual group such as a temple or church.

Most people think of their community as a place where they feel like they belong. And the good news is that you can be a member of more than one community at a time. But as we learn and grow, our needs for different types of community also change.

Culture of the Community

Culture is the learned and shared behavior of a group of people. There are many different cultures representing the many different language and ethnic groups from around the world. And different social groups have their own culture such as the LGBT culture or youth culture.

There are also economic and political cultures in Canada. Most people would say that, in Canada, there is a 'dominant' culture that determines how we live. The dominant culture is the one that the people with power have.¹ Who has the most power in Canada? Who does not have very much power? How do people in power shape our culture? What happens to other cultures in a dominant culture?

In Canada, most people have access to education, healthcare and housing. But not everyone. They have less power than others.

The World Health Organization² tells us that inequality occurs when some people have better access to nutritious food, housing, jobs, healthcare, and education than others. Inequality is a root cause of poverty, poor health, involvement in crime, and addictions. Inequality has a bad effect on entire communities. Some community-wide issues that result from inequality are:

- homelessness
- violence against women
- high suicide levels amongst Aboriginal men
- child poverty; and
- many newcomers are unable to get jobs in their skill area.

What does inequality cause in your community? How are you affected by it? In this story, Alice Tagwira tells us about the community where she lived in her home country. She says it is much more caring and less segregated than her community in Canada. What can we learn from her experience?

Experience of Community

By Alice Tagwira

In my community, before I immigrated to Canada, I experienced a community where people help one another in times of problems. A group of women had a social club which grew crops and gave to disadvantaged families. These women were working together sharing what they had to sustain their project.

One of the club members was involved in an accident. All the family members perished and left children without parents to look after them. The group of women shared ideas about how to help the siblings who were left. They had to make duties of cooking food and washing the children every day. The eldest left by the family was 15 years old. Life became easier for them because the whole community became involved.

This showed a community with caring people who look after others in need. I realize that there was no segregation or individuality compared to life in Canada. It was a community in which local people promote active participation, identifying local needs and organizing to meet those needs.

Social Change

As human beings, we have the power to address inequality and create the communities we want. What is your vision of community? How close is your community to your vision?

Communities are often caught between two things: The community *as it is* and the community *as we want it to be*. We all have a vision for a good community. Does your community match your vision for what it should be? A good place to start is with understanding our own experience. Are we meeting our basic needs for food, shelter and

clothing? Do we have work that is fulfilling? Do we have close personal relationships? Can we practice our spiritual beliefs? Can we live in a way that is true to our values?

Social change is a process where we change our community to match our vision of what it should be. However, everyone in the community has a different experience. In community development, we start by trying to better understand our collective interest and experience. We then act together to strengthen our collective interest and improve conditions for everyone. And as we do so, we collect many new experiences and learn community building skills.

New Words

Community Can be a place, a group of people, or the sharing of the same culture or beliefs.

Neighbourhood The geographic area of the city or town where you live. It is usually the area where you go everyday, where you get your groceries, where your children go to school or where you walk your dog.

Community Organizations Groups that are set up to help people in the community with their day-to-day needs.

Neighbourhood House A non-profit society that works with residents to improve the wellbeing of their neighbourhood through public spaces, events, programs and services.

Social Network A group of people connected by ideas or experiences.

Power The ability to act.

Culture The learned and shared behavior of a group of people.

Dominant Culture The values and behaviours of those who have the most power.

Inequality When one person or group has more power than another.

Root Cause An issue that causes an injustice for a person or a group.

Poverty A person or family lives in poverty if they do not have enough money to live on.

Segregated When a group of people is divided up or cut off because of their race, gender, religion, language, income, etc.

Social Change Using collective power to create a more equal society that includes everyone.

Collective Interests The interests that everyone shares.

Workshop Activities

1. “That Community Feeling...”

Divide your group into pairs. Invite each other to share a story about a time when you felt a strong sense of community. Take a few minutes each to describe the “feeling” of community. What contributes to the “feeling” of community? Is it something you give or something you receive? Is it a ‘formal’ community or is it ‘informal’?

2. Make a Community Net

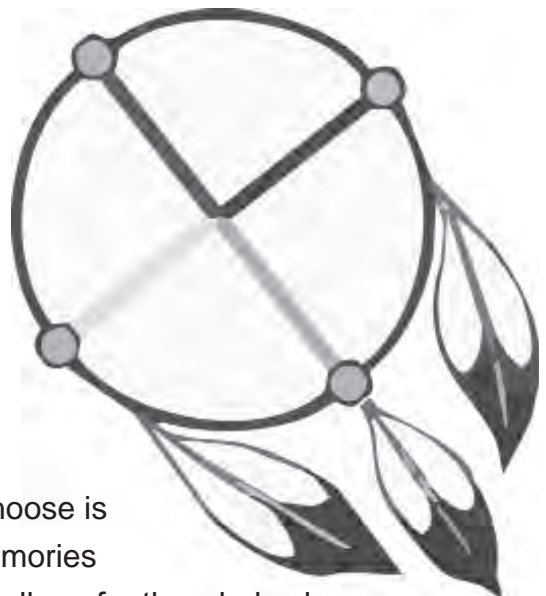
Give out a pile of 4x5 cards to each participant. Ask each of your group members to write down all the communities they belong to using a different card for each community. You can help each other get started by brainstorming a few examples: geographical or neighbourhood community, parents’ group, organization that you volunteer in, etc. Some people may be more active in some communities than others. List them all.

When you are ready, have each person talk about their communities and put them up on a wall. When everyone has had a turn to speak (including questions), take a moment to look at the rich web of community connections that is on the wall. Are there any surprises? How is this picture different than just talking about a geographical community?

3. Collage

Create a collage of what you care about in your community and what ‘community’ adds to your life. A collage is artwork created by cutting and pasting pictures and words from magazines. Consider organizing your collage according to a theme such as:

- a wheel of life
- a geographic map
- a mandala
- a medicine wheel
- a tree
- a garden, or
- the four doors of the Golden Temple.



As you work, share stories of why each picture you choose is important to you. Ask others about their ideas and memories of community. When you are finished, describe your collage for the whole class.

4. Creating Group Guidelines – Starting Your New Community

We all have experience with groups and communities of people. In this community development workshop your group is forming its own community. What are some things you have learned from past groups that you would like to include here? What makes a healthy community? What makes an unhealthy community? What attitudes or approaches will help the group learn well together? What practical guidelines will make sure things get done? How do you want your participants to behave towards each other? Some examples could be:

- people in the group will take turns speaking.
- we will listen to each other's ideas respectfully; or
- we will end on time so parents can pick up children.

Make a list of your group guidelines to guide you on your learning journey.

5. Personal Writing

Everyone take five minutes at the end of the session and write down your ideas on how community makes a difference in your life each day or how it could make a difference for others. This is personal writing, so just write what comes to your mind, don't worry about grammar or spelling...just write what comes out of your pen. This is a record of your thinking as the course goes on.

6. Researching on Your Own

Photojournal your community: If your group has access to cameras, ask each person to take pictures of different things going on in your community. They could follow a theme such as healthy/unhealthy activity or they could take photos of whatever interests them. Get everyone to bring their pictures to the next class for a follow-up discussion.

Research people that inspire you: Make a list of people and groups that were inspired by hope or by anger at injustice to create social change. Examples include: Nelson Mandela or Greenpeace. Choose a person or group from the list. Use the Internet to find out about that person by going to Google and typing in their name. Read and think about:

- What gave them hope or made them angry?
- What did they try to change?
- How did their actions help others?

**Watch a video on community development:**

The Lorax is an animated Dr. Seuss video about what happens when a community focuses only on making money without thinking about people and the environment.

7. Reading on Your Own

Ten Keys to Health Community Change³ is also online at: <http://markholmngren.wordpress.com/2010/03/29/10-keys-to-healthy-community-change-%E2%80%93-margaret-wheatley/>

Who is Margaret Wheatley?

Margaret (most often know as Meg) is a teacher who often inspires new leaders by her ideas, her caring and her commitment. And since you are a new leader, she is worth learning a lot more about! Meg has had a lifelong passion for community, as many of us do. She began over 40 years ago as a Peace Corps volunteer in Korea, teaching high school English.

Later, back home in the United States, Meg worked for many years as a teacher with “children and adults who were ...poor and denied traditional educational opportunities.” The

experience of inequality inspired her to go back to university and get a PhD with a focus on how organizations act and change.

In 1992, Meg worked with other leaders to start the Berkana Institute, a charitable organization that trains and supports new leaders around the world. Under her leadership, the Institute works in partnership with people around the world. They work with the wisdom and wealth already present in people, traditions and environment to make communities stronger. Their motto is “whatever the problem, community is the answer.” Over the years, Berkana has worked in dozens of countries, mostly in the developing world. They support local initiatives committed to strengthening a community’s leadership capacity and self-reliance.



For more information see: **www.margaretwheatley.com**

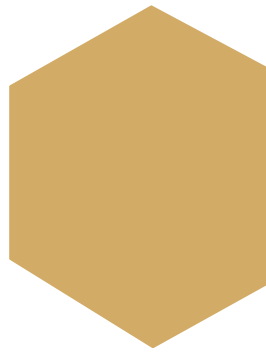
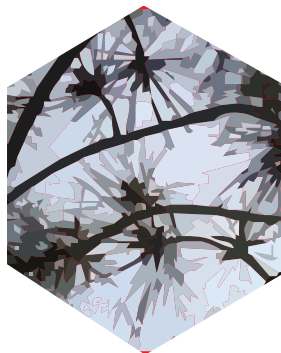
What is Community Development?

**“When people join together in new connections
and relationships, they build power.
When people become more productive together,
they exercise their power to address problems
and realize dreams.”**

- Mike Green, Henry Moore & John O'Brien

**“In every community, there is work to be done.
In every nation, there are wounds to heal.
In every heart, there is power to do it.”**

- Marianne Williamson



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CHAPTER 2

What is Community Development?

The main way that communities around the world achieve inclusive social change is through community development. There are many different ways to DO community development but the principles that guide what you do are generally the same everywhere.

In This Chapter

You will:

- understand the difference between community development and other development
- examine the principles of community development; and
- learn about asset-based community development.

Key Ideas

Community development is when the community works together in an inclusive way to plan and complete projects that improve their community.

But many people use the terms ‘community’ and ‘development’ quite loosely. Is everything that has the word ‘community’ in it good for the community? Does all development make the community a better place?

You have probably noticed different things in your community that are called ‘development.’ Maybe you have seen a real estate sign for a new community development which is really condos being built and sold by a private land development company. You might see a City poster for a ‘development’ permit where the City is asking for community input into a new building. Sometimes development really means older, inexpensive apartments are torn down to build more expensive condominiums. When this happens low income residents may be forced to leave the community to find new housing. Many people call this gentrification.

Our communities have many examples of different kinds of development. What determines whether a development is community oriented or not is who makes the development decisions. Are the decision-makers people with power and money or are they average community members? Community development makes sure all voices are considered in decision making. This includes community members who are often left out like low-income and homeless people.

Principles of Community Development

Community development is **principle-based**. A principle is a truth that guides what you do. Therefore community development guided by principles is very clear about who the development is for, why it is important, and how it should be done. Some principles of community development are:

- everyone works to promote the wellbeing of every community member, and to fulfill basic human needs such as food, housing, healthcare, education and friendship
- everyone in the community, especially those who are most vulnerable, has the opportunity to be involved
- community members appreciate and promote equality and diversity
- everyone should have a voice in decision-making
- everyone should learn and grow through the process, and activities should build the capacity of residents and community organizations
- the community and people who live there are viewed as a whole and the processes consider how each aspect of community affects other aspects
- all activities should be as creative as possible, building on the community strengths, history and culture; and
- the activities and plans should protect the environment for future generations.

Starting with Assets...

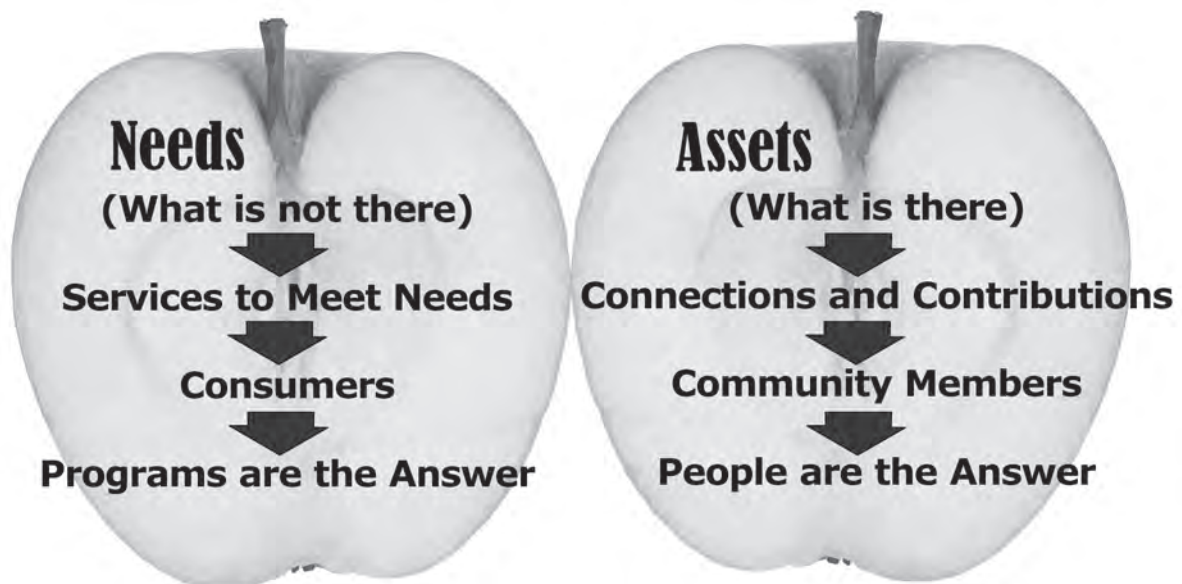
A great starting point for applying the principles of community development in your community is to begin by thinking about the strengths that the community already has. Some people call this asset-based community development. We think it just makes the most sense.

Think of it...when we focus first on the needs of the community, we are trying to figure out what is missing, how the community is deficient. This is important information, but it often leaves people feeling worse about themselves, and less powerful, than they did before. They look to professionals for the answers.

In the 1980's, people working on community issues in a low-income neighbourhood in Chicago decided to change the way they viewed their community. Instead of looking at needs, they flipped the situation and started looking at the assets of the community. Everyone immediately felt more powerful and came up with better solutions. Figure 1 shows the difference between a *needs* focus and an *asset* focus.

Figure 1: Two Paths – Two Solutions

There are individual assets and community assets and both are critical to community development. Individual assets are the gifts that each of us has to give. An individual could have gifts of knowledge, gifts of skills that are useful to others, or gifts of awareness of and



Adapted from Green et al, 2006

caring about other people's needs. Many times gifts are invisible; people's gifts are brought out through our connections with each other.

Community assets are the relationships, knowledge, resources and energy of the community as a whole including:

- associations and congregations
- institutions – agencies, government, schools, universities
- the local economy
- the physical world, and
- the undiscovered potential of these resources working together.

An asset approach does not ignore community needs. Community developers who use an assets approach say that, "Needs and problems are very real in communities, so the needs map is not an illusion. The problem is that a needs map directs attention away from [residents] and their assets and toward experts and their outside remedies for deficiencies."⁴

(Green et al, 2006)

Strong communities draw out the best in everyone and build on the natural strengths of the community. When a group begins to look at the assets in their community, it is important to remember:

- There are more assets in your community than you think!
- These assets are the key to long-term community development and only people who are part of the community can put their assets into action.
- Assets are discovered through connections and relationships built amongst people and organizations. Assets come out as people talk about what they care about.

But the best news is that as we discover the strengths that we have, a ripple is created, a ripple that starts with individuals and ripples out to achieve change at all levels. Community capacity starts to grow. As this happens, everyone can do more and the community's hard work is sustainable for future generations.

Used in Many Different Community Sectors

Community development can be used in many different community situations. When community development principles are applied to other sectors, sometimes a different name is used. Some examples are: community economic development, community health promotion, community organizing, community arts, and community literacy.





New Words

Inclusive	Making sure that everyone is part of the process.
Principle	A truth that guides you.
Asset	A useful or valuable quality, a resource, a strength, a gift.
Wellbeing	Feeling healthy and good about yourself and your life.
Appreciate	Respect and value.
Diversity	Differences amongst people such as age, cultural background, sexual orientation, ability, etc.
Needs map	A map showing problem areas in a community.
Sustainable	When something continues to work well for a long time.
Community Organizing	A process to involve local people in dealing with a common problem or opportunity.
Asset-based community development	Community development that starts by recognizing peoples gifts rather than community problems.
Gentrification	Gentrification is a change that occurs in a low-income communities in large cities when land value goes up. New people who have money buy property and move into an area. The lower-income residents cannot afford to live or to shop there anymore and have to move to areas where they can afford to live.

Workshop Activities

1. Development in your Community – Good or Bad?

Partner with another learner or form small groups to discuss:

- What development do you notice in your community that you appreciate? How did it happen?
- Who had power to make things happen? Who did not?
- What development do you **not** appreciate? How did it happen?
- Who had power to make things happen? Who did not?

Now share what you discussed with the whole group. Look for patterns, or ideas that came up in several small group discussions. What conclusions can you reach?

2. Working with Principles

Form groups of three and discuss:

- What principles guide your life?
- How do your principles affect the way you work as a volunteer?
- Write the one principle that is most important to you on a rock and decorate it as something very special.

Together as a large group discuss which principle was most important to you? Talk also about which principles are the same or different from community development principles?

When the activity is completed you can take the rock home as a personal touchstone or display it in your organization to inspire others.

3. Exploring Individual Assets – Head, Hand, Heart

Form pairs to have a twenty minute conversation about each other's gifts. Each person will take a turn to describe their own gifts. These gifts can be knowledge (gifts of the head), skills (gifts of the hands), or caring (gifts of the heart). Focus on the gifts you enjoy giving in your day to day lives.

Ask each person to introduce the gifts of their partner in the larger group. As a group, discuss how you use your gifts in community building.

4. Exploring Community Assets

Go back to the Community Net wall you built in Chapter 1. Select each community that your group named on the cards and identify one or two assets of that community. For instance, if you said the Parents and Tots group, the assets could be the informal childcare network the parents have with each other and a list of nutritious snacks they have developed. It could also be the knowledge they have for dealing with the school or the experience of raising funds for equipment.

Add connecting cards for each asset. You have started an informal asset map of your community! As a group, talk about what comes to mind when you look at this map of resources. How does thinking about these invisible assets give you ideas for building community?

5. Personal Writing

Write for five minutes about your thoughts on this session. How does it feel to think about assets rather than deficiencies? Can you apply this to other parts of your life? Since you are an asset to your organization, what capacity are you building through this course?

6. Researching on Your Own

Some excellent videos on community development are:

- **ABCD in Action**, a documentary that describes the asset-based approach to community development and provides some concrete examples in American cities.
- **Everyone Has a Gift: Building Communities of Capacity** presents a keynote address by John McKnight about community assets. It is really worth watching.
- An interesting website with lots of useful community development information for Vancouver is: the Citizen's Handbook located at: vcn.bc.ca/citizens-handbook

- **Stone Soup** is a children's book by Jessica Stockham (Swenson) about how three hungry men persuade a poor village to make enough soup to feed them all. It was made into a video which can be viewed at: vimeo.com/8671479



7. Writing on Your Own

Letters have a big impact on community decision-makers. They let the decision-makers know that community members are willing to use their voice to exercise power.

If there is a development in your community that will have a negative impact on you or other residents, consider writing a letter to those responsible. Think of how the development is affecting the community. What will happen as a result? Has it excluded some people from

the discussion? How has it impacted them? Make suggestions on how the situation could be improved. This could be a practice letter. But if you feel strongly, mail it to the decision-makers.

8. Reading on Your Own

Asset Mapping – A Rap

I think I'd like to start this rap
With the types of assets there are to map

Talents, dreams, hopes and fears
Gifts of employees and volunteers

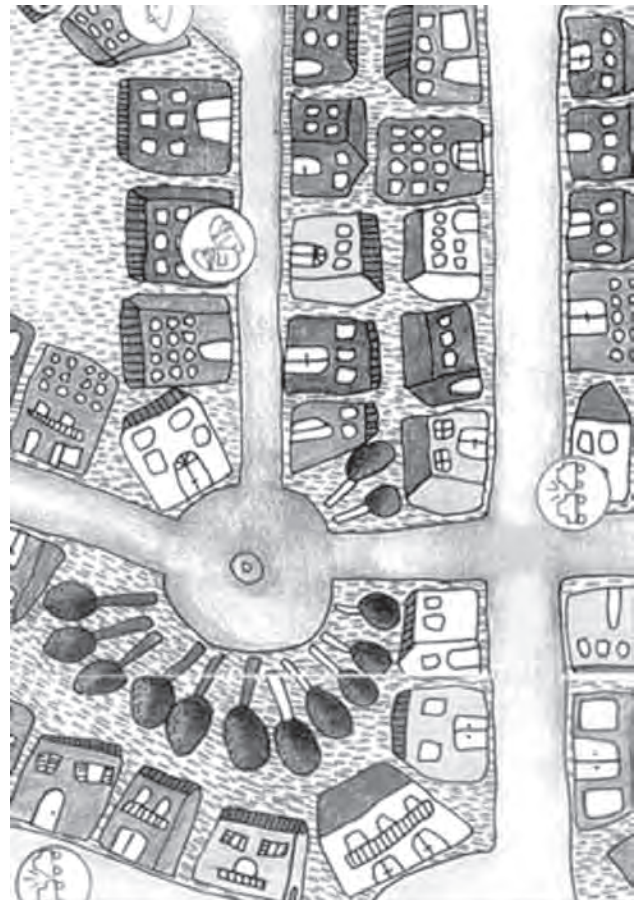
We need to strengthen our relationships
By finding each other's self-interests

Let's get together so we can see
The gifts in our own community

As we do our inventories
We discover our neighbour's stories

Networking turns our visions to actions
Which, in turn, create positive reactions

Cherishing the past, valuing the present
Visioning the future makes our lives more pleasant



By: Capilano University students and community volunteers: Barry Landry, Lorraine Holubowich, Gaye Ferguson, Nubia Mancilla Reyes, Ingrid Mendez and Silvia Hagen.

Learning About Your Own Organization

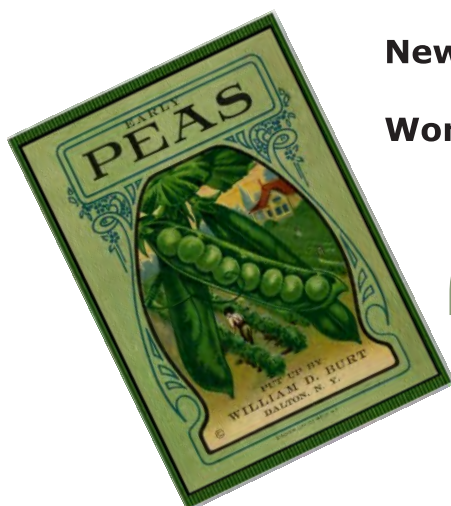


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“**Courage my friends, 'tis not too late to build a better world.**”

- Tommy Douglas

3

CHAPTER





Your Organization

Social change is created when many people work together to improve conditions for those who are worst off. Non-profit organizations are often born out of social change movements when a legal structure is needed to continue the work. These non-profit organizations are very valuable assets in all communities.

In This Chapter

You will:

- be introduced to the concept of non-profit organizations
- learn about the structure of non-profit organizations; and
- learn more about neighborhood houses, which are examples of neighborhood-based organizations.

Key Ideas

Your organization makes a valuable contribution to social change. It is important to know what they do and how they do it. When you know your organization well, you are better able to understand how you can contribute.

How do Community Organizations Play a Role in Community Development?

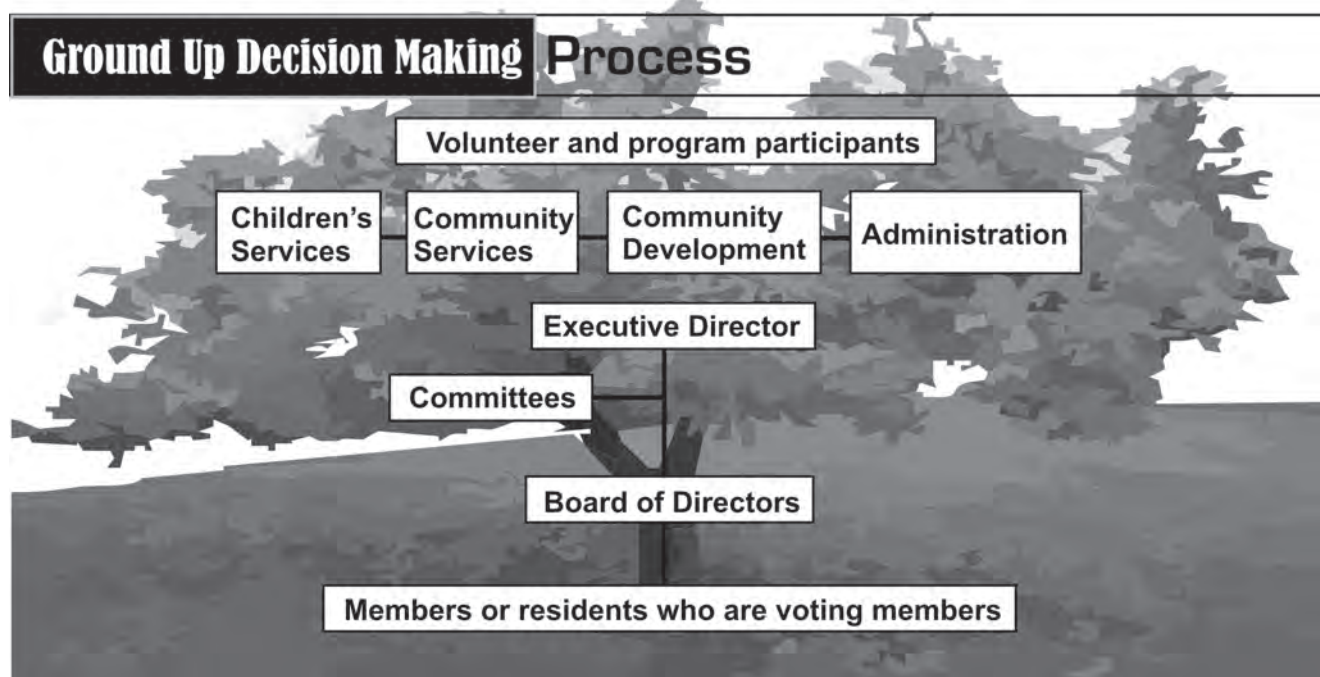
As a volunteer in a community organization, you are part of the non-profit sector, an important contributor to the Canadian economy. The non-profit sector is different from the business or government sector. The main difference is that the purpose of the non-profit sector is to improve the wellbeing of our community. Some non-profit organizations are very large and others are very small. Some examples of non-profit societies in Vancouver are:

- neighbourhood houses
- Family Services of Greater Vancouver
- Immigrant Services Society of Vancouver, and
- BC Coalition for People with Disabilities.

These organizations often use community development methods as a way of helping the community. What are some of the main organizations in your community?

Structure of Non-Profit Organizations

Most community organizations are non-profit societies which have received incorporation status from the provincial government. They have members who elect a board of directors, a constitution to guide their decisions, and an annual meeting of the membership. Groups that are incorporated must report each year to the government, telling them who is on the board and how the society's money is used.



Who Makes Decisions in Community Organizations?

It depends on what type of decisions. Generally, community organizations strive to work from the ground up, different from other types of organizations which are top-down or have leaders at the head. The diagram above shows a ground-up decision making structure. People who are members of the organizations are elected to a board of directors. The board sets the policies and overall plans for the organization. They also hire and supervise the executive director. Most community organizations work on a collaborative basis. Although executive directors have overall responsibility, they work with their staff to get the work done.

How does your organizations structure compare to this diagram? Where can you get this information?



How are Decisions Made?

Community organizations make different types of decisions every day. The board of directors makes decisions about policies that guide the program. Program decisions are made by staff and volunteers. These decisions are generally made in:

- regular staff meetings
- volunteer meetings
- committee meetings
- program advisory committee meetings; and
- community meetings.

At these meetings, there is a chairperson who facilitates the discussion. The chairperson usually brings a draft agenda of topics to discuss and asks people if they want to add anything to the agenda. Each person has an opportunity to speak about topics on the agenda and to participate in the decision. If it is a committee meeting, the decisions then go to the board of directors for a final decision. If it is a program advisory meeting, the decision goes to the executive director for a final decision. Find out how you can have your say!

Who Pays for the Work of the Non-Profit Sector?

The work of non-profit organizations is usually paid for through grants from the public sector (government) or foundations. The board and staff apply for grants and, if accepted, they must report regularly about the progress of the work. They also raise money through community fundraising events.

Organizations Work Together

One of the ways that non-profit organizations meet the needs of their communities and apply the principles of community development is by working in partnership with others. Many projects involve several partners working directly on the project. They also involve many others by sharing information regularly. When they do this, they use the money they have received more efficiently and help more people. When organizations form partnerships with other groups, they make sure they do not compete or duplicate services.

Working in the Non-Profit Sector

Boards of directors usually hire staff to do the day to day work of the organization. They hire and supervise the executive director who in turn hires and supervises other staff. All staff members are required to fulfill the policies set by the board.

Many organizations try to hire staff from their own community, if there are community members with the necessary qualifications. Although different jobs have different qualifications, many volunteers get experience in the organization and are able to then apply for jobs that come available.

New Words

Non-Profit Society A non-profit society is set up to provide services to its community. It is a legal organization and uses its financial and other resources to help the purpose of the organization.

Board of Directors These are the people elected by the members to make decisions about the organization. The board must make sure that the organization follows its constitution and other legal obligations.

Constitution This is a set of rules that will guide how an organization makes decisions. The members have to agree to the constitution. It is legally binding and must be followed.

Committees These are smaller groups appointed by the board to do some specific in-depth work that takes more time than is available at a board meeting. They usually bring a recommendation back to the board for final decisions.

Programs and Services Programs are community based activities that everyone can be involved in. An example of a program is a Family Support Night. Services help to meet a specific need. An example of a service is childcare, food bank or housing advocacy.

Capacity building Raising people's skills, knowledge and awareness.

Neighbourhood House A non-profit society that works with residents to improve the wellbeing of their neighbourhood through public spaces, events, programs and services.

Cohesive Sticking together, so a cohesive organization is one where people work together and communicate well.

Inclusive When everyone or everything is able to take part in a group or activity. Everyone is included.

Thrive To do well, to be healthy, happy and successful.

Vulnerable To be weak, not protected, open to attack. Examples: Poor people are the most vulnerable when the economy goes bad. An illness can make you vulnerable to other illnesses.

Socio-economic groups People in our communities have different social and financial experiences.

Racism To use power to hurt someone from a different race.

Homophobia Fear or dislike of someone because they are gay/homosexual.

Workshop Activities

1. Explore Your Own Organization

As a group, form a small circle and begin to explore what you know about your own organization. Think about the following questions:

- What is the full name of your organization? What is the purpose of your organization?
- How many people are on the board of directors? How were they chosen?
- What does the staff chart look like? Do you have an executive director or coordinator, staff in charge of different programs, etc?
- Is there a chart for volunteers? How do volunteers fit into the organization's picture?
- Does your organization have committees of residents? How do they work? How do you get to be on a committee?

If you don't know the answers, think about how you can get the information and decide who will do the leg work. Once you have decided who will do what, figure out where they can find out this information. Do they need to interview someone? Can you find the information in the organization's annual report? Decide on a research method: you could interview someone, read written information or look at existing charts. Then complete the tasks. If it helps, practice asking questions of each other first.

2. Share Your Research

Invite those who did the research to share the information they gathered with the whole group. Now, as a group, put the information into a complete picture. You could choose to: write it down, draw a chart, or create a skit (drama) to demonstrate what your organization looks like.

3. Learning About Decision-making

It is now a good time to explore how your organization gets information about what the community needs and how it makes decisions. There are several ways to find out this information. Perhaps it is already written down. If not, you could invite the executive director or a member of the board to come and explain how the organization makes decisions.

One way to make it more interesting is to have some questions prepared for the guest. For instance, "If I wanted to join the Food Security Committee, how would I go about it?" or "If I wanted to apply to be a weekend receptionist, who would I talk to?"

4. Check it Out!

Ask to sit in on a community committee meeting to learn more about what happens. Report back to the group with what you learned.

5. Researching on Your Own

Go to the library and find the video *When Strangers Become Neighbours*. It is an excellent documentary about the Collingwood Neighbourhood House development process.

Can you find your organization on the World Wide Web? What happens when you *Google* (search engine) your organization's name? Does your organization have a website of its own? How much can you learn about the organization online? What information is missing?

6. Writing on Your Own

Write a story of the most significant experience you have had with your organization. What was happening in your organization at the time? Who made a difference? How did the experience change or help you? How did you help the organization? These stories can be collected and shared with the board of directors or the funder to show how the organization is making a difference in the community.

OR

Write a story about your history with the organization. Why did you come to the organization? What did you do in the organization? What changed for you by being involved? Who in the organization made a difference? At the next session, read these stories to each other.

7. Reading on Your Own

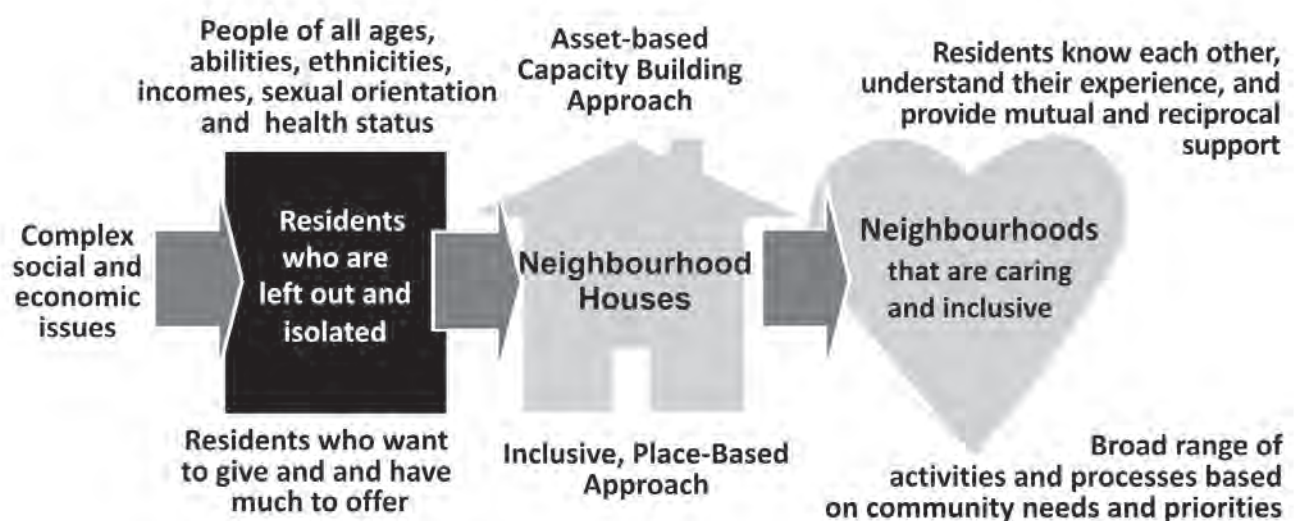
What is a Neighbourhood House?

Prepared by Kathy Coyne for the Association of Neighbourhood Houses of BC⁵

Neighbourhood houses are organizations dedicated to building caring, safe, inclusive neighbourhoods in urban areas through community development. They build community by:

- working directly with residents of each neighbourhood, encouraging everyone to take a leadership role in the neighbourhood
- providing activities, programs and services that support community members to grow and heal
- strengthening the people, organizations, and public spaces of the neighbourhood; and
- helping residents to achieve balance in the physical, emotional, cultural, intellectual and political aspects of day to day lives in their neighbourhood.

Neighbourhood houses are a little different from other non-profit organizations because they focus on a particular neighbourhood. They evolved from Settlement Houses in the the United States and Great Britain, organizations set up over a century ago to help new immigrants feel a sense of community in their new country. There are now neighbourhood houses around the world and fourteen in the British Columbia's Lower Mainland.



Neighbourhood houses are based on an idea that makes sense: The idea is that the social issues in our communities cause us to be isolated from one another. Neighbourhood houses connect neighbours, who are isolated and alone, to each other and with social supports they may need. When this happens, neighbourhoods are more cohesive and safe places where people support each other and families feel safe. A city with safe caring neighbourhoods is more likely to be a healthy and socially just place to live.

Who Are Neighbourhood Houses For?

Neighbourhood houses are for everybody! In creating inclusive neighbourhoods, neighbourhood houses seek to build on neighbourhood strengths such as:

- ethno-cultural diversity
- age diversity
- diversity in abilities
- involvement in arts and culture; and
- community partnerships.

In building on strengths, each neighbourhood house also focuses on the uniqueness of their neighbourhood. They work to include those who are excluded for any reason.

Programs and Activities

Many programs and services are offered, some of which include:

- early childhood education programs
- licensed childcare
- seniors programs
- out of school programs
- recreation and leisure
- family programs, and
- programs for single adults.

Community development activities include:

- youth leadership activities
- food security initiatives
- community organizing



- arts and culture development
- advocacy on issues of concern to residents
- community engagement processes
- community celebrations
- provision of space for neighbourhood activities; and community.

Social Change Created

Neighbourhood houses contribute to creating neighbourhoods where all residents thrive, particularly those who are vulnerable. The social changes they try to achieve are:

- ***Health and Wellbeing***

Community members of all ages, cultures, abilities, and socio-economic groups achieve better health and wellbeing.

- ***Inclusion and Belonging***

Community members of all ages, cultures, abilities, and socio- economic groups feel that they belong and are welcomed in the community.

- ***Sense of Place and Pride in Neighbourhood***

The neighbourhood is vibrant, expressing the values of the people who live there through economic activity, community arts and culture, public spaces, and buildings.

- ***Cohesion and Connectedness***

Residents of all ages, cultures, abilities, and socio- economic groups, as well as community organizations and institutions, depend on each other and help each other.

- ***Safety***

Residents, particularly those who are most vulnerable, feel confident that they are safe in their homes and on the streets.

- ***Leadership and Participation***

The community, through active resident-based dialogue and leadership, has an active voice in guiding its own direction and experiences a sense of ownership of their neighbourhood.

- ***Poverty Reduction***

Residents experiencing poverty understand they will receive support in their neighbourhood to address their basic human needs and rights for food, shelter, education, health etc.



- ***Responsive Public Policy***

Public policies support neighbourhood as an important social building block and governments and community organizations work together to build healthy, safe neighbourhoods. All of these changes are connected and integral to safe, caring and inclusive communities.

Building Online Communications Skills

CHAPTER 4



“ Many of our volunteers can't afford phones, but email accounts are free. That's how we keep people in touch with new information and training sessions. ”

- Carnegie Learning Centre

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Building Online Communication Skills

In the past, most people have formed relationships by meeting in person in their neighbourhood or at work. Now more and more people are communicating online. In Chapter 3, we saw that community developers play an important role in helping community members talk about how to improve their community. But if more and more people are communicating online, it is important that we work hard to ensure everyone has the same access to online discussions about their community.

In This Chapter

You will:

- explore how to use computers to learn and participate in community activities
- learn how to get information about your community online
- set up an e-mail account
- know how to use e-mail programs; and
- practice downloading information from a website.

Key Ideas

Computer use is a recent change in our society. We call this the “digitalization” of communication and it has swept through our society. However, many people have been left out of this wave. Sometimes this is called information poverty. Also, computers keep changing and many organizations have not been able to keep them up to date. In our three years working on this project, we noticed that a few volunteers have lots of computer knowledge, many volunteers have just a little, and many volunteers have almost none.

Computers and Volunteer Work

Computers are an essential tool for communicating with others in your community development work. In community work, computers are used for:

- sending notices of meetings
- sharing ideas and learning about other programs and ideas
- keeping in touch with people in your group or volunteers in your organization
- researching the needs of the community
- documenting different community stories
- building online communities around shared interests and issues; and
- giving community feedback on issues through online petitions and letter writing campaign.

A Tool for Access

Computers are also a useful tool for reducing isolation. Many people are unable to go out of their homes because they have no money for food or transportation or they have health issues. In many cases, their families live a long way away. Computers are great ways to connect people. But it only works if everyone has access to one and knows how to use it.

Learning to use computers requires people to learn a whole new language: social media, digital age, wireless, access, Facebook. Our young people often know more than their parents, putting parents at a disadvantage. It is helpful to know what each word means, even if you can't use them all, because they are part of a new way of communicating. As we learn this new vocabulary, we can share it with others so we can all stay in the loop.

Where to Start

For community building purposes, the best place to start is finding out what everyone already knows. This information helps you to ensure that everyone has equal access to online communication. Some questions to explore first are:

- How does everyone feel about computers?
- Does everyone have access to a computer? Where can someone in your neighbourhood go to find a computer they can use?
- Who knows how to use a computer? Some people may want to start at the beginning, and some people may already feel comfortable.

- Does everyone have an e-mail address in your group? Who would like some help learning how to send and receive emails?
- Who would like help learning to send attachments like photos or meeting minutes?
- Who knows how to upload and download information or pictures from the Internet?
- Who want to learn to use a search engine, like Google?
- Who can help teach these skills in your group, or in your neighbourhood?

These questions help you take stock of your strengths and challenges in computer communication. You are now able to make a plan to carry out the activities included in this chapter. Maybe your organization has public access computers, or maybe you want to reserve some time at the local library. Remember, computer programs change often so everyone is constantly learning. It keeps us young!

Online Security

Everyone around the world can use the Internet and many people use it to try to find out information about others. Pay attention to Internet security so that your information is available only to those people that you send it to. Here are two important ways to make sure your information is safe:

- only give your e-mail address to people you trust and; and
- only share your social insurance number or bank account on secure sites.

Online Etiquette

Online communication is a little different than speaking to a person. When we speak, people can see our face and this gives them information about how we are thinking or feeling. We give them cues such as a smile or a frown. In online communication, the person receiving the messages does not have these cues. So it is good to think about online etiquette. Etiquette is just basic good manners. Good manners online is only slightly different than good manners in person.

Here are some commonly accepted online manners:

- Do not use foul language ... remember online, harsh words really do last forever.
- Do not share information or photos of others without their permission. Again,

everything you send can be passed on somewhere else and usually is.

- Write your e-mail messages as though you were writing a letter or talking to someone. Have a warm-up such as Hi, how are you? Or a phrase telling them what you are writing about such as “I am writing to ask your thoughts on...” Then give enough detail so that the person understands. Close with a salutation such as “Thank you.”
- Pay attention to how the person experiences your e-mail. If your e-mail is written all in capital letters, it often feels to the person receiving it that you are shouting at them. Also if it is abrupt, it may feel colder than you want. Read it over before sending it.
- If you are replying to an e-mail that was sent to many people, click Reply unless you REALLY want everyone to get your answer - then click Reply to All.

New Words

E-mail E-mail is the shortened form of “electronic mail,” a system for receiving, sending, and storing electronic messages.

Downloading Downloading is receiving data (a file, a photo, a program) from a website or that someone has e-mailed to you. Uploading means sending data. An easy way to do this is by attaching a file or photo to your email message.

Information Poverty This occurs when someone is not able to get information because it is only available online and they do not know how to use computers.

Internet security Steps you take to communicate safely online.

Digital Something connected to a computer. For example, a digital camera or digital story.

Browser This is the software program that helps you ‘surf’ the Internet. Some common browsers are Explorer, Yahoo and Firefox.

Search Engine This is what you set up to search the Internet. Some browsers have their own search engine while others search engines work on any browser. The most common search engine is Google.

Upload You can also send attachments. There is an option at the top of your e-mail program that allows you to find a file on your computer and attach it to your email. Then you can send it with your e-mail. This is called uploading. You can also send data from your computer to a website, such as a photo that you want to share on your Facebook page (see *Chapter 12*).

Workshop Activities

1. Getting Started Online

Arrange for time in a computer lab for either individuals or for the whole group. Consider having some extra helpers with you so that there is a tutor for every two students. You will want to be able to show everyone the parts of the computer. Let people play with the mouse and keyboard and get familiar with the desktop menu. Then move on to signing up for email.

There are many computer teaching resources for assistance with basic computer skills. They are listed at the end of this chapter. One of the resources is a checklist called “I Can Do Computers.” This checklist is helpful for both learners and peer tutors who might like a guide to learning. There are also online tutorials through YouTube.

Once everyone has an e-mail, make a master list of e-mail addresses and start sending messages to each other. This will give practice at checking your inbox, replying, and cc-ing (copying) the message to others.

2. Your Online Community (Optional)

You can use e-mail to send messages to the whole group. However, there are also other ways to create an online group. You can create a blog (web log). Everyone in your group can send messages to the blog and everyone can see all the responses at once. You could also create a Facebook or other social media page in order to keep in touch.

We suggest setting up a blog or a limited Facebook access account to practice skills if your group members are new to e-mail and other computer skills. We suggest this because new users to the Internet are not aware of all the ways other people can use the Internet to find personal or private information.

Make sure the privacy settings are set to just your group’s membership and ask that group members not give the address to other people outside the group. This can be changed later if you decide to make your site open to the community.

3. Researching on Your Own

There are many interesting communities who have used the Internet to share information and expertise. Visit one or two of these sites and practice downloading something you are interested in.

ccapvancouver.wordpress.com - This blog is run by the Carnegie Community Action Project. This site tells people about the latest events happening in the Downtown Eastside community regarding housing and other issues.

firstvoices.ca - First Voices is a website to promote and maintain Aboriginal languages in Canada. It is a collaboration of Aboriginal peoples from across the country. You will find videos, games, language instruction.

foodshare.net/lrcMAIN.htm - This is an online community about food security. It has lots of information about growing food, starting a community garden and other activities.

eslcafe.com/ - This is a website for English As a Second Language teachers and students. It was set up by one teacher, Dave Sperling, and has “Stuff for Students” (English idioms, slang, and grammar) and “Stuff for Teachers,” lesson plans, quizzes, help with finding work internationally.

commoncraft.com is an excellent site for 3 minute explanation videos. Their purpose is to explain complex topics in ways that we can all understand. Try out: Social Networking in Plain English, Blogs in Plain English, Wikis in Plain English, Twitter in Plain English. They are regularly expanding their list of explanation videos.

4. Practicing on Your Own

Over to You, Surfer!

Research - What other communities could you look up? Most First Nation bands have their own website. Lots of immigrant communities have associations or news from home. What community issues would you like to explore? See where these questions take you, and then post your findings to the group’s blog/social media site.

Using the Help Function - Every program has a ‘help’ option, it is often a ‘?’ in the upper right hand corner of your screen. Find this function on your browser, open it and ask five

different questions. Some answers will be easy and some will be more difficult. Try out their responses. If it doesn't work, ask someone you know if they have ever tried to find the answer. What did they do differently?

Worksheets for Teaching/Learning Computers – The “I Can Do Computers” Progress Sheets are great ways for people to tick off the skills they are learning. The worksheets are also helpful for people who are new to teaching computers. They are available in the facilitators guide for this manual.



Seniors learning computer skills at Carnegie Community Centre Learning Centre.

The Leader Within



**A community is like a ship;
everyone ought to be prepared
to take the helm.**

- Henrik Ibsen

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**When the effective leader is finished with
their work, the people say it happened
naturally.**

- Lao Tse



CHAPTER

The Leader Within

Did you ever look at a situation and say “someone needs to do something?” Did you ever notice something in your neighbourhood and think to yourself “I could help here?” When we notice something needs to happen or get involved in making things happen, we begin to discover our ‘inner leader.’ We are all leaders!

In This Chapter

You will:

- explore leadership in your own lives
- understand of the principles of leadership
- be able to do a critical analysis of leadership roles; and
- understand the role that power plays in community development.

Key Ideas

Leadership occurs when someone, anyone, plays a leadership role.

What is a leader?

A leader is someone who inspires others to do something positive in their own life, in their community, in their workplace, or their country. Everyone is a leader in their own way. In community development, we need different types of leaders:

- people who can be counted on to get the job done
- people who can identify, support and mentor other leaders
- people who are good at inspiring and developing other leaders; and
- people who communicate well individually and in public.

Leadership development is an important activity in most community organizations.

What is a leadership role?

It is anything we do to help others achieve their goals and feel good about what they are doing. There are a wide range of leadership roles in a group or community. There are leadership roles in groups, organizations, families, or on the street. There are formal leaders and informal leaders.

Qualities of a Community Leader

Community leaders usually have many of the following qualities:

- a leader believes in a better world
- a leader cares about injustice
- a leader listens to all points of view
- a leader takes responsibility for his or her actions
- a leader cares about people and how they work together
- a leader helps the group set its goals
- a leader helps the group stay on track
- a leader helps the group focus emotion into action
- a leader is a worker
- a leader is a good role model; and
- a leader is someone who is still learning.

Collective Leadership

When you read the word “leadership,” did you think about one person? This is very common in our society. We think of one person as the leader; we think we need one person to lead this group or develop that project. It’s true that one person can make a difference, but leadership can also be shared. Many cultures have a tradition of collective leadership.

Many movements also have a tradition of collective or cooperative leadership. The women’s movement had a tradition of shared power through collective organizing. In worker co-ops, all members have equal power to make decisions.

Leadership is a set of responsibilities that can be held by one person or shared in the group. For instance, a leader can help the group to decide on their vision, but everyone has input. Groups that encourage the leadership qualities in their members are strong and lasting.

Leadership Styles in Organizations

Not every organization has the same view of leadership. There are other leadership styles in organizations in your community. Here are six common styles that you might notice:

- **Directive leadership:** when the leader tells people what to do without asking their opinion.
- **Bureaucratic leadership:** when the leader tells people what to do from a set of rules.
- **Charismatic leadership:** when the leader has such charm that they can convince people to agree with their point of view, whether or not that view is for the greater good.
- **Democratic leadership:** when decisions are made through input by a group and a vote on key decisions.
- **Servant leadership:** when the leader plays the role of a coach, focusing on group members, supporting them to be their best.
- **Transformational leadership:** is when the leader seeks to bring about deep change in the participants and the community overall.

Think about each of these styles of leadership. Do you recognize any of these styles in the organizations or institutions you know? Are they effective or not effective? When does a style work well? What does not work well?

Leadership and Power

When we look at how leadership works in an organization or institution, we are really talking about how power is shared or not shared. Understanding power is a key to understanding community development, justice and good leadership.

Usually we think of a leader as someone who has some power. The word ‘power’ comes from the Latin word meaning “to be able.” There are two types of power:

Power with: this is shared power that everyone has when they are part of a group. It is shared equally and gets larger to include everyone. This type of power is voluntary and involves everyone having a voice. An example of *power with* is the power that people have when they join together to start a community kitchen.

Power over (unilateral power): this is the dominant power in our society, which is top down and imposed by those with power. People get *power over* because they have a powerful position or a lot of money or property. An example of *power over* is the power that banks have to cancel a mortgage if the homeowners are unable to make their mortgage payment.

Community development is based on **power with** or **relationship power**. It involves: building relationships, building grassroots leadership, and undertaking action together. However, even in community groups, some people have more power than others. Some people have more power than others because of:

- age
- gender
- race or ethnicity
- physical or intellectual ability
- faith background
- sexual orientation
- income level, and
- family structure.

In community development, leaders recognize who has power and who does not. We try to increase the voice of those who do not have power and share power with everyone.

The joys of leadership...



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New Words

Critical Analysis To analyze means to study something by breaking it down. When you do a critical analysis, you look at both strengths and weaknesses.

Leadership Roles The different ways people help each other to do something positive

Leader Anyone who inspires others to do something positive.

Collective Leadership When the group members share leadership roles and decision making.

Leadership Styles Different ways of thinking about leadership.

Leadership Development Raising people's abilities to play leadership roles.

Stereotype An overly simplified, fixed and often false view of someone or something.

Collective Function A number of people acting together as a group.

Workshop Activities

Try out the following exercises and see what you learn about communication together.

1. Sharing Stories

In small groups of 3-4 people, share a story of someone who has been a leader in your life, someone who has made a difference to you or to others. This person could be your grandmother, a friend who helped you through a rough time, a boss who helped you learn new skills or someone in your peer group who changed things. Talk about:

- Who is that person to you?
- What did they do that made a difference?
- What changed as a result of what they did? Why was this change important?

Each group should then select one of these stories and share with it the larger group.

Alternative: Do this exercise with blank masks. Ask each person to select a leader they respect and create a mask of this person. Write their name and three leadership qualities they admire on the mask. Discuss in the group.

2. Experiencing Leadership

This is an exercise to physically experience your leadership style in a specific situation where leadership is needed. The materials you will need are: a rope approximately 20 feet long, tied into a circle and blindfolds for each participant.

Form a circle with a comfortable space between participants and place the rope on the floor in front of each person. Have each person put on their blindfold. Instruct each participant to take the rope in front of them in both hands. When everyone is ready, invite the participants to form a square with four equal sides. Encourage them to talk to each other. Once they have the square they are happy with, invite them to take off the blind fold and see what they have.

Explore what happened. Who spoke first? Who came up with ideas? Who thought of how the group could work together? What did you notice about your own role? What does this exercise tell you about situation leadership? Was everyone able to accept leadership direction?

3. Individual Reflection on Leadership Roles

Take the following leadership questionnaire. Footnote: Adapted from: Parker, Barbara. "Tea You Could Trot a Mouse On: The Elements of Community-based Economic Development".⁶

4. Setting Your Leadership Intentions

To help you be the leader you really are, you can 'set your intention,' or to describe your determination to act in a certain way. By setting your intentions about leadership, you set yourself on a path. You can do this activity as an individual or as a group.

To get started, think about how you will create your intention. Will you write it down in a story or a poem? Will you draw it or make a collage? Will you make a clay sculpture or a carving design? Once you have selected a form to represent your intentions, follow these steps:

- think about what leadership means to you and discuss it with others
- decide individually or as a group what leadership means to you and how you would like to live that meaning
- write down your intentions or create an artistic image; and
- share your intention with someone in a way that will help you take action.

Leadership Questionnaire

Read the following list of roles leaders often play. Check the boxes that describe the roles you often play in groups. Remember a leadership role is anything we do to help others achieve their goals and feel good about what they are doing.

☐ **Leaders begin things**

I bring new things to the group. I bring ideas, challenges, and new ways of working.

☐ **Leaders ask questions**

I ask others for their ideas. I show group members that I value their opinions.

☐ **Leaders listen**

I am an active listener. I encourage people to talk because I listen with my mind, my body, and my heart.

☐ **Leaders give their ideas and opinions**

I share what I know, and explain how I feel about things. I try to give the group more information about the jobs they are doing.

☐ **Leaders summarize**

I help put other people's ideas together and show the group how the ideas connect. I reflect back what others have said. I show them how much they are accomplishing.

☐ **Leaders keep an open mind**

I am open to learning new ideas and ways of doing things. I know that I don't know everything. I am willing to compromise.

☐ **Leaders encourage different points of view**

I encourage people to express their point of view honestly, even if it conflicts with someone else's. I know that different points of view help the group to see all sides of the questions.

☐ **Leaders bring harmony**

I make sure people learn from their differences and do not get hurt by conflict. I take care of feelings of others. I don't take sides. I help people get along.

☐ **Leaders act the way they would like others in the group to act**

I treat each group member equally. I treat each group member with respect and dignity. I watch out for the rights of others.

☐ **Leaders praise others for their work**

I give positive feedback. I give credit where credit is due.

☐ **Leaders know what they can't do.**

I know myself well. I look for what other people do best and help them to do it.

List three leadership roles that you did not put a tick beside.

Practice these three things the next time you are in a group. Keep track of this survey so you can look at how your leadership skills are changing with practice.

5. Building Individual and Group Power

Creating our own groups gives us an opportunity to build a new model for the world. In our groups, we can reduce injustice and value ourselves in important ways. But we can't forget that injustice has made a deep impression on all of us. It is important to recognize our own stereotypes about people who are different than us. We need to acknowledge these big forces at work. By doing so, we can reclaim the dignity and power of our ancestry, our journeys, our sexual orientation, our genders, our humanity in the face of illness, etc.

In this exercise, as individuals or small groups, choose a quality that society has stereotyped such as: immigrant, aboriginal, gay, lesbian, transgendered or bisexual, woman, youth, person with disability etc. Answer the following questions:

- From your own experience, what are the negative characteristics that are associated with this quality? For example, 'outsider' or 'weird'.
- From your own experience, what are the positive characteristics that are associated with this quality? For example, courage, persistence, hard work, funny, creative.
- In the whole group, talk about how the truth of people's experiences is often buried in stereotypes. Explore what can you do to prevent stereotyping and injustice?

6. Researching on Your Own

Leadership video www.youtube.com/watch?v=fW8amMCVAJQ

Brainstorm people who are 'the first nut' in your life. How does the first one or two followers make a difference?

Leadership Example: Warrior's Against Violence

The following video gives a great example of what can happen when two men take a leadership role in addressing family violence: www.lemongrassmedia.net/lgm/videogallery/files/category-violence-prevention.

7. Reading On Your Own

Geese Flying in Formation

As the geese take flight from the Canadian shoreline, they lift off from the water squawking wildly at each other. Yet, in a matter of seconds, a line begins to emerge from the mass of brown feathers. This line straightens, arches slightly, and then, as if it were planned, bends sharply to form a perfect V shape. Canada geese fly in V formation for a very practical



reason: a flock of geese flying in a V can move faster and longer than any one goose flying alone.

We can learn a lot about leadership from geese flying in formation: **By flying in “V” shape, the whole flock adds at least 71% greater flying distance than if each bird flew on its own.** People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. If we have as much sense as a goose, we will stay in formation with those who are heading in the same direction as we are.

When the lead goose gets tired, he rotates back in the wing and another goose flies point. It pays to take turns doing hard jobs, with people or with flying geese. **These geese honk from behind to encourage those up front to keep up their speed.** We need to be careful what we say when we honk from behind.

Finally, when a goose gets sick, or is wounded by gunshot, and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and then they launch out on their own or with another formation until they catch up with their group. If we have the sense of a goose, we will stand by each other, protect one another and sometimes make new friends who seem to be going in our direction.⁷



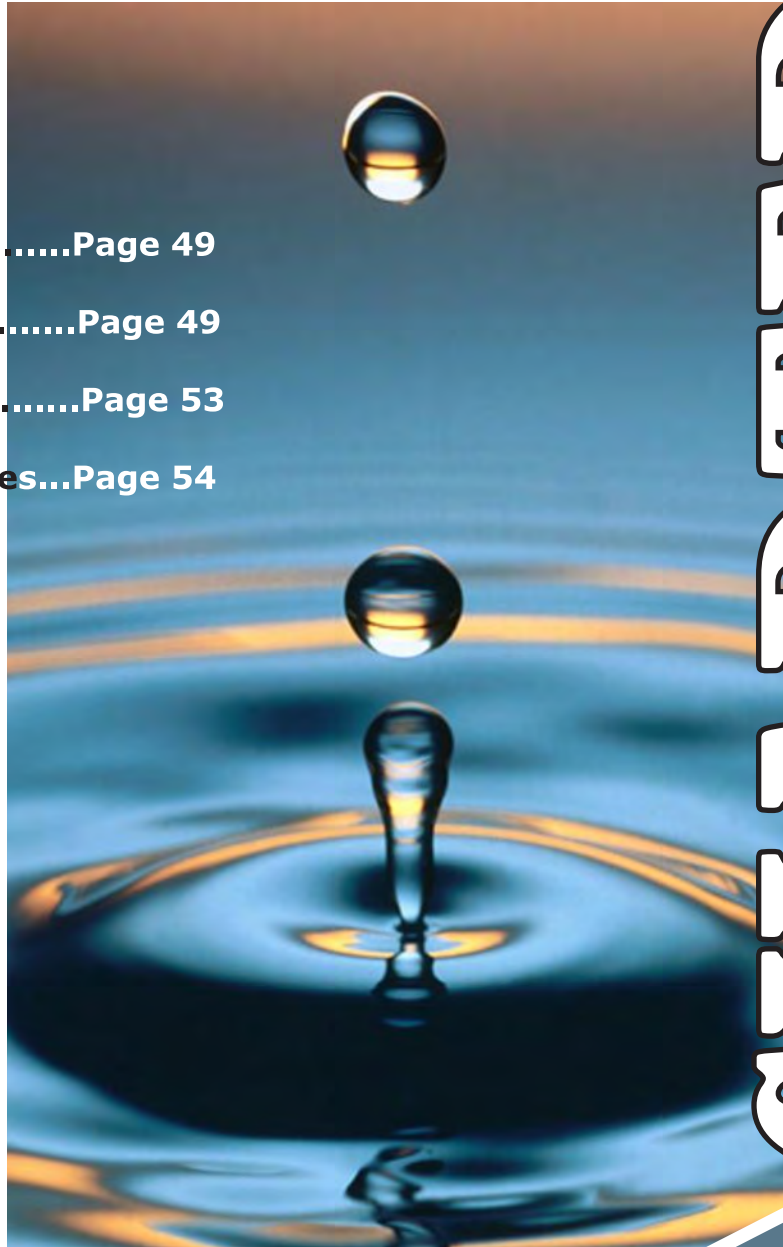
Communications Skills for Working Together

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CHAPTER 9

**“ Drop a pebble in the water: just a splash, and it is gone;
But there's half-a-hundred ripples circling on and on and on,
Spreading, spreading from the centre, flowing on out to
the sea. And there is no way of telling where
the end is going to be.**

- James W. Foley



Communication Skills for Working Together

The relationships that connect people are key to community development work. Many social change movements have started out as conversations between community members who want to make positive change in their neighbourhoods. When we talk about communication skills for working together, we are thinking about how our daily conversations can build trust and encourage creative responses to community issues.

In This Chapter

You will:

- understand the purpose of communication skills in community development
- explore the different ways we communicate; and
- understand the impact of encouragement and discouragement in group discussions.

Key Ideas

Communication is the foundation that communities are built on. Good communication skills are important for:

- working in teams
- writing letters or e-mails
- facilitating meetings
- being a board or committee member, and
- being a peer supporter.

There are many different ways to communicate depending on culture, class and even age. So how can we ever get it right? One way is to stay focused on the purpose of communication in your community work. There are three basic guidelines for setting up positive communication in community group work:



- make sure everyone knows they belong
- use processes that make sure everyone is heard; and
- create a group atmosphere that encourages creativity and new ideas.

Belonging

One of the most basic human needs is to know that we belong, that we have a role to play in our community and something to contribute. Our community members receive many messages from society that do the opposite. These messages tell people that they do not belong: they don't have the correct immigration status, they don't write well enough, or they are excluded because of health, disability or mental health.

In our groups, we can bring back a sense of belonging to community members. You can achieve this in many, many ways. Some are big actions: your group guidelines can make statements about equality. Some are small actions: someone in the group has the job of welcoming everyone with a smile and cup of tea.

We are going to talk more about how good communication can help people know they belong. But there is a lot of wisdom on this subject in your group. What do you have to say about belonging? What makes you feel part of things? What makes you feel like an outsider?

Making Sure That Everyone is Heard

Being heard is a key component of community development work. It means that the group listens to and considers your ideas, knowledge and opinions. Good communication helps people know they belong and helps us all to use community resources and information.

Our world is collapsing under old ideas. We need everyone's input to understand and develop positive alternatives. We don't know where these ideas will come from. We don't know what traditional knowledge will be required for the future. We cannot understand a problem or an opportunity if we only look at it from our individual perspective. Your group will be more effective if you have communication guidelines that ensure everyone gets a say.

Create a group atmosphere that encourages creativity and new ideas

In western culture, many discussions are competitive. Whose ideas are the best? Whose argument is winning? How can we criticize and defeat other ideas? Formal debate welcomes this approach, but it crushes new ideas and 'thinking outside the box.' We need people to



discover new ways of thinking about all the issues that are important in their community.

Creative problem-solving requires safety, support and curiosity from other group members. It requires openness to possibility and encouragement for newly born, unformed ideas. For many of us, this is a whole new ball game! We need to invent this new, open atmosphere together.

We can better achieve an inclusive community if we pay attention to our communication skills and habits. As volunteer leaders, you have the power to set this positive tone in your work. You can do this by remembering the importance of good communication in community development and by modeling ways to make people feel that they belong, that their ideas are worth hearing, and that creativity is encouraged. In turn, you will see an increase in the participation and confidence levels of your group.

What is Communication?

Let's first explore the basics of communication. Communication occurs when a person sends a message to another person and that message is understood. There are three main types of communication:

Verbal communication is when we use our voice to express our message in words. We do this by talking, listening, phoning, speaking in meetings, or protesting.

Written communication is when we use the written word to express our message. Written communication can be letters, e-mails, newsletters, reports, or posters.

Body language is when we use our body to express our message. Body language includes facial expressions, posture, use of hands, eye contact, and personal body space.

The Power of Communication

We have already discussed the power of attitude and some important guidelines to promote a healthy environment for community building. But now it's time to look at the language we use in group discussion. Do the words and phrases we use show support for each other? Or does the language of criticism such as "we tried that last year" just slip out. What happens when we are encouraged? What is the opposite? What happens when we are not supported, when we are discouraged?



Everyone in the group has the power to use positive and supportive language and questions. Encouraging someone to say more about their idea does not necessarily mean that you agree with it. It means that you want to understand the other person's perspective.

Sometimes body language speaks louder than words. Suppose someone says "I think you are great at this work," and at the same time, they roll their eyes. What message speaks loudest? Sometimes our bodies say more than we want, especially if we are tired or stressed. Sometimes it says things we just don't intend!

Supporting Communication

All types of communication are encouraged by:

- a safe, comfortable space
- both people listening
- a feeling of empathy from both people
- a feeling of mutual respect
- an openness to different perspectives
- a relaxed environment
- thinking before talking, especially thinking about whether this is the best time and place; and
- understanding that encouragement does not mean agreement; you can encourage someone to fully express their idea without agreeing or approving of it.

It is important to also know what interferes with communication. Communication can be blocked when:

- the space is noisy or we do not have enough privacy
- one person is hard of hearing or has a difficulty staying focused
- one person does not want to hear the other person
- we are too stressed or not feeling well; and
- one of us does not speak the language being used well enough to understand and talk.



Diversity and Communication

In previous sections, we said diversity is important in community development. However diversity in communities often presents interesting communication challenges and opportunities. Some things to consider when thinking about communication in community development are:

- What language do participants speak?
- What cultural traditions guide how they communicate?
- What types of health issues are people dealing with?
- What experiences of poverty or violence may be affecting their lives?
- What position does the person have in the organization? Do they feel empowered or disempowered?

Answering these questions gives you ideas about communication opportunities and challenges to watch for.

New Words

Relationships	When two or more people connect. Relationships can be good or bad depending on how the people communicate.
Communication	When a person sends some type of message to another person and that message is understood.
Competitive	When two groups compete, or try to beat each other, and there can only be one winner.
Verbal Communication	When we use our voice to express our message in words.
Written Communication	When we use the written word to express our message.
Body language	When we use our body to express our message.
Encourage	Give support to an idea in a positive way.
Empathy	Show that you understand in a caring way.
Mutual	Something that is two-way, or shared by both people.
Think outside of the box	Look for solutions outside of our usual thinking patterns.
Brainstorm	As a group, make a list of everything about a topic. There are no wrong answers. Get all the ideas down.



Workshop Activities

1. You Belong

Bring the group together into a discussion circle to explore what belonging means.

Everyone has had an experience as the new person in a group or as an outsider. Brainstorm all the ways to make people feel that they belong.

What are some traditions in your culture or family that help people feel welcome? What have you done in other groups or organizations to create a sense of inclusion? Do you use these ideas in your volunteer work and community groups? Do you use them in this group? What was it like to join this class/group? What new traditions could be practiced?

2. The Power of Words

This exercise provides an opportunity to role play what happens when someone in the group introduces a new idea. It looks at what can happen when these ideas are encouraged. It also looks at the opposite. What happens when we are not supported, when we are discouraged?

You will need flip chart paper, felt pens, candles, long barbecue lighters and spray bottles filled with water to illustrate the impact of these words. Follow or adapt these steps:

- Form two groups – Group 1 and Group 2. Imagine that you are in a community kitchen preparing for the next workshop. You are asked by the facilitator to come up with some ideas for a recipe for next week. Zara, a new member of the group, suggests a recipe from her home country.
 - Group One: Brainstorm all the Encouraging Words you could say to Zara to get her to describe her new idea.
 - Group Two: Brainstorm all the Discouraging Words you could say that would discourage Zara from describing her new idea.
- Use the flipchart paper to write down the words brainstormed in each group. Read out the lists to the whole group, add to them.
- Role-play the use of the words on the two different lists. One person (the facilitator or a brave volunteer) plays Zara. Zara introduces the idea of a new recipe and lights one of the candles. A few group members from Group 1 also have lighters. Every time they use encouraging words to support Zara, they light an extra candle. One or two

members from Group 2 have spray bottles. Every time they use discouraging words, they spray at a lit candle.

- Discuss what was learned. What did the observers see? Actors, how did it feel when you heard encouraging words? How did it feel when our own candle flames were put out? How did it feel to be spraying other people's candles? How many people do you need to put a "wet blanket" on ideas?

This exercise can be used in real situations when you explore new ideas for projects.

3. Communicating with Our Bodies

This exercise looks at body language and what happens when our body language is 'open' compared with when it is 'closed.'

- Form three small groups and chose one of the following situations to act out:
 - Amal is new to Canada and cannot speak more than a few words of English. She has three small children. She needs to take the children to a clinic for check-ups. She takes them to Reach Clinic to ask for their help.
 - John has arrived in Vancouver from Toronto but he has no job and needs to apply for social assistance. He goes to the Human Resources office but he doesn't have the forms he needs.
 - Mary is a First Nations woman who has arrived from Bella Bella with her two children. She is going to go to school and is looking for a place to rent that she can afford. She contacts a property management company by phone and arranges to meet the manager at the apartment.
- Develop a 2 minute skit that shows what happens when Amal, John or Mary first meet the organization based on what you think their experience could be. Present your skit.
- After the skit, hold a group discussion. For those who are not in the skit: What do you see in the body language? How do you think the person receiving that body language is feeling? For those in the skit, what did it feel like playing your role?

4. Researching on Your Own

The following video provides a good example of how communication makes a big difference for people who are vulnerable: www.cleaningsolution.ca/video.html

The following website has many ideas for verbal and non-verbal team building games:
www.youthwork.com/activitiesinit.html

5. Writing on Your Own

Read this poem and think about how you communicate. Write your thoughts in your journal.

Drop a Pebble in the Water

Drop a pebble in the water: just a splash, and it is gone;
But there's half-a-hundred ripples circling on and on and on,
Spreading, spreading from the centre, flowing on out to the sea.
And there is no way of telling where the end is going to be.

Drop a pebble in the water: in a minute you forget,
But there's little waves a-flowing, and there's ripples circling yet,
And those little waves a-flowing to a great big wave have grown;
You've disturbed a mighty river just by dropping in a stone.

Drop an unkind word, or careless: in a minute it is gone;
But there's half-a-hundred ripples circling on and on and on.
They keep spreading, spreading, spreading from the center as they go,
And there is no way to stop them, once you've started them to flow.

Drop an unkind word, or careless: in a minute you forget;
But there's little waves a-flowing, and there's ripples circling yet,
And perhaps in some sad heart a mighty wave of tears you've stirred,
And disturbed a life was happy ere you dropped that unkind word.

Drop a word of cheer and kindness: just a flash and it is gone;
But there's half-a-hundred ripples circling on and on and on,
Bearing hope and joy and comfort on each splashing, dashing wave
Till you wouldn't believe the volume of the one kind word you gave.

Drop a word of cheer and kindness: in a minute you forget;
But there's gladness still a-swelling, and there's joy circling yet,

And you've rolled a wave of comfort whose sweet music can be heard
Over miles and miles of water just by dropping one kind word.

By: James W. Foley (1874-1939)

Community Research



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“ Research is formalized curiosity. It is poking and prying with a purpose.”

- Zora Neale Thurston

“ Wonder is the beginning of wisdom.”

- old Greek saying



CHAPTER 7

Community Research

In previous chapters, we talked about how the starting point for community development is learning about our community and building relationships with each other. Community research is one way to do this. As we learn about our community together, we find that we have more to talk about together and with others than ever imagined.

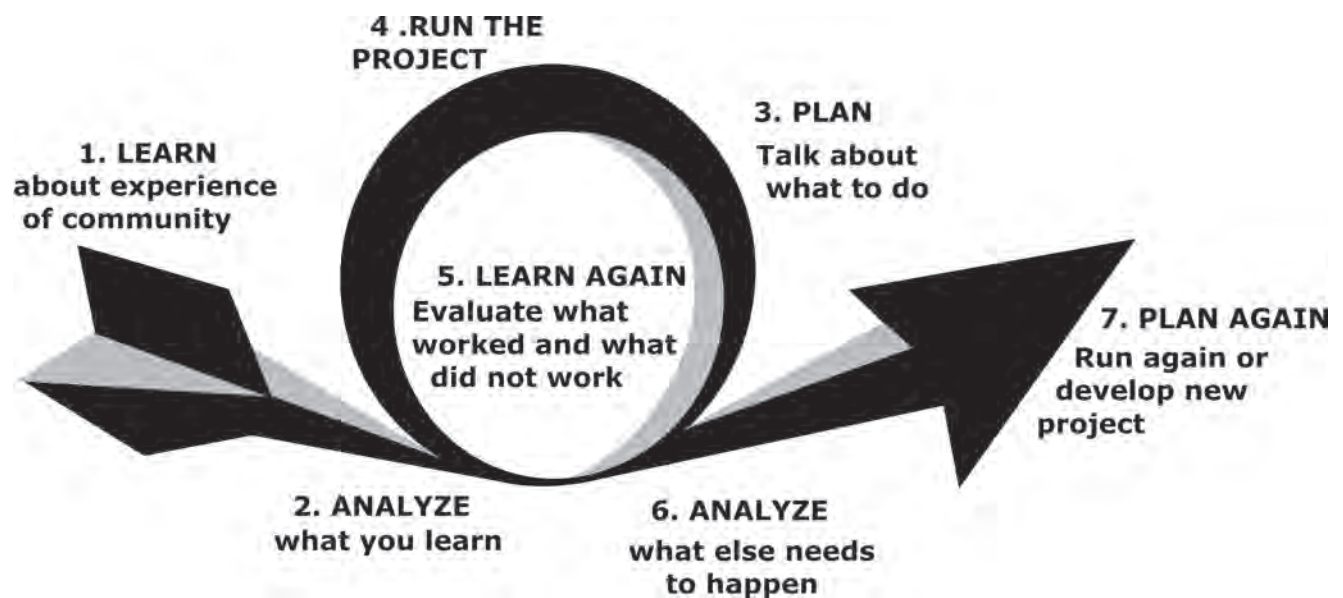
In This Chapter

You will:

- be able to identify what research is and what everyday types of research we have in our lives
- understand how research is important to community development; understand how to use simple demographic data; and
- gain basic skills in survey writing and community mapping.

Key Ideas

Every community project begins with research or information gathering as shown below in the Community Research and Planning Cycle. Sometimes the research is very informal and sometimes it is more organized.





Research Process

Community research involves learning about the experience of the community and analyzing what that means for new projects. The Community Research and Planning Cycle shows how learning and analyzing is used in planning.

You can see from this cycle that research, analysis, planning and action never really stop. When we learn something, we take action. The action leads to some changes and then we need to research and analyze and plan again. It is a process that is constantly repeating itself so we don't need to worry about getting it perfect!

Research Methods

We all do research every day without even knowing it. Some examples of everyday research many of us do are: asking about recreation programs for our children or checking prices before we buy something. Who would have guessed that we are really doing research!

Research is just a way of learning about something that is organized and follows agreed upon steps. There are many different community research methods such as:

- collecting demographic information
- mapping community assets and issues
- surveying organizations or residents about their needs, and
- storytelling.

Demographic information is the statistical information collected every four years by the Canadian government. It includes: the number of people who live in an area, are in different age groups, or are employed or unemployed. It gives information about how many people are rich, how many are poor, how many people own their homes and how many rent.

Most cities have community profiles for every neighbourhood. If you read your neighbourhood profile, you will learn about your neighbourhood, and get useful information for project planning and proposal writing. Demographic information can be used to help you tell funders who your program will serve.

A **community map** is a picture of a place or idea. When we think about a map we may think about streets, houses, and green spaces. However, community mapping is also about the

strengths (assets) of the community and the issues that the community faces.

One interesting aspect of using a map to represent the community is that maps can be easy to interpret. No matter where people come from or what language they speak, if a map is clear, they will be able to understand the message on the map.

Community surveys are just a way of learning about your community by asking questions and recording the answers. There are several different types of surveys, including:

- in person surveys
- telephone surveys, and
- written surveys.

Surveys ask people for personal information so it is important to be respectful. Some rules that help you make sure you are respectful include:

- ask for the person's permission to interview them and if the person doesn't want to answer, don't push them
- tell them what you will use the information for
- keep what the person tells you confidential
- don't ask personal information, and
- just ask a few questions so that you don't take too much of the person's time.

Throughout history, communities have brought people together in circles and told **stories** as a way of remembering and sharing knowledge from one generation to another. When used for research purposes, community members are invited to share stories about an experience or an issue. These stories are then collectively analyzed to see what they tell us about an issue. The story is then made available for others to learn from through a printed, voice or a picture/video story. An example of a printed story is provided at the end of this chapter.

Other Types of Research

Other ways to collect information to use in your project include:

- a literature review or learning what other people or organizations have written about the same subject



- a focus group brings a group of people together to share their experiences or ideas about a specific issue; and
- a kitchen table discussion is like a focus group but more informal and usually in a very relaxed place like a café or a home.

How Research Can Be Useful

The following table shows that each type of research is important. The more types of research used, the easier it is to understand and plan for the community.

How Research Can Be Useful	
Research Method:	Useful For:
Demographic Data	Helping participants learn: <ul style="list-style-type: none"> - how many people live in the neighbourhood - how many children, youth, adults and seniors are there - the level of poverty, and - what services there are in the community
Community Mapping	Helping participants to: <ul style="list-style-type: none"> - know their community better - know the resources available in the community - get to know the people in the community, their cultures and beliefs, and view the community from different perspectives.
Community surveys	Help participants to understand: <ul style="list-style-type: none"> - what the community members think about an issue - the needs of the community - what ideas and gifts people have to contribute - different perspectives present in your community
Storytelling	Going deeper into an experience, finding out the context of the experience and how the experience had an impact on other aspects of the person's life. It is much more useful than other methods for looking at a community or individual experience that took place over time.

New Words

Research Find out about something.

Planning A group process to figure out ahead of time how to do something.

Analysis Look at information with a group of people and find patterns that help you understand the situation better.

Demographics Statistics (numerical data) that relate to the human population in an area, such as the number and size of families.

Mapping Creating a picture of a place or idea.

Survey Question people about a certain topic.

Neighbourhood Profile A brief summary of the characteristics of a neighbourhood.

Interpret Look at through your own eyes.

Confidential Keeping information private and not naming the person who gave you the information.

Literature Review When you read books or manuals on a subject and write down the main things the books say about the subject you are researching.

Focus Groups Collecting opinions and ideas through group discussion.

Workshop Activities

The following are some exercises to try out your research skills. Remember we all do research every day. Learning more about research just helps us to do more organized research!

1. Doing Research with Existing Information

This exercise involves reviewing existing demographic information. This might be available from your city website. For example, here is the one for Vancouver:

www.vancouver.com/real_estate/relocation_tips/neighbourhoods_and_maps/

It is also available from Statistics Canada:

www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E

To download the profile for your community, type in the name of the community, select the province, and click “Search”. When we did this for Comox, BC, a screen opened up that looked like this:



Your search for Comox returned these results:

Most Common Matches	
<u>Comox</u>	British Columbia (Town)
<u>Comox 1</u>	British Columbia (Indian reserve)
<u>Comox-Strathcona A</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona B</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona C</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona D</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona G</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona H</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona I</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona J</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona K</u>	British Columbia (Regional district electoral area)
<u>Comox-Strathcona</u>	British Columbia (Regional district)

Now select the community you want to look up, click on it and open the community profile. This is what you will see:

Population & dwelling counts	Comox, Town		British Columbia	
	Total	Male	Female	Total
Population in 2006 ¹	12,136			4,113,487 ¹
Population in 2001 ¹	11,391 ^A			3,907,738 ¹
2001 to 2006 population change (%)	6.5			5.3
Total private dwellings ²	5,463			1,788,474
Private dwellings occupied by usual residents ³	5,201			1,642,715
Population density per square kilometre	800.5			4.4
Land area (square km)	15.16			924,815.43

In small groups, look over the profile for your community together. Notice that just like this example taken from Comox, the profile compares your community (on the left) with the total for your province (on the right).⁸ Create a little profile profile for your community that answers the following questions:

- How many people live in your community?
- How many people are in the age group you want to serve?
- What are the main languages spoken?
- What is the percent of the population who live in low-income households in your community?
- What is the percent of the population who live in low-income households in your province?
- What is the unemployment rate in your community? How does this compare with the unemployment rate in the province? How does the unemployment rate for men compare with the unemployment rate for women?

Now fill in the blanks in the following paragraph:

My community has a need for this program. There are _____ people living in my community, _____ are between the ages of (the age group you want to serve). A large number have English as a second language (____ %). There is more people who live in poverty here than in other communities (_____% compared to _____% in the province). A high number of adults are unemployed (_____% compared to _____% in the province).

Congratulations! You have now completed a simple profile that can be used to describe your community and its needs. If your group would like to do more demographic research, contact your local librarian. She will be a great resource for helping you learn more about your community.

2. Drawing your Research

Create a picture of your research through a community map. Your map can include anything you want. But it is important to carefully select what you want to show and focus on, or the reader can easily get lost in the information. Some of the steps to creating a community map are:

- gather your tools: different colored pens, a large piece of paper, sticky notes
- draw a map of the main streets of the neighbourhood.
- create a map legend with different symbols to show different assets in the community like: places to learn, places to buy food, green spaces/parks, places for people to gather and places to get health support
- start identifying these different community assets on the map by drawing the



symbols.

- circle with a green marker the symbols that represent places that you like going to and circle the places you don't like with a red marker; and
- using the sticky notes, write stories about what is great or not great about different places you have circled.

The information collected on the map can be interpreted in many different ways to help us identify strengths and issues. Some questions to consider when you look at the map are:

- Does your community have enough park space?
- Can everyone walk to a grocery store?
- Do different groups have safe places to gather?
- Where do community issues occur? What are the trouble spots? For example: where two uses are not compatible like a playground and main truck route?

3. Creating a Survey

In small groups, choose an issue that you want to collect community opinion and ideas about. Brainstorm four aspects of that issue that you are interested in learning about.

Example:

Issue: The need for activities for children

Aspects that you would like to learn about:

- playground space
- community centre programs
- family activities
- school programs

Write each of these aspects on a piece of 8 X 11 paper. Give everyone a 5-6 small sticky notes and invite them to write questions they would like resident opinion about for each aspect. One question per sticky note. You now have a bunch of questions you could use in your survey. Go back to the tips that we discussed earlier in the chapter and reword the questions to make them clear and respectful.

Practice the survey on each other. See what questions work well and which do not. Try a few

different wordings until your survey is very clear. You have now completed the first steps of surveying!

4. Writing to Share

In your journal, write a story of change in your life. Describe a situation where you were having a problem. Give a little detail about what was going on in your life at that time. Talk about what action you took and what changed in your life as a result. When you are finished writing, read it over a few times and ‘analyze’ it. What are the main themes and what does it tell you about who you are? Is this also a community issue?

5. Research on Your Own

There are many different websites on doing community research. One website that has different tools to help you improve your research is The Community Toolbox:

http://ctb.ku.edu/en/tablecontents/chapter_1003.aspx

6. Reading on Your Own

The following is an example of a story about the process and impact of a community project that was collected and written collaboratively by two people doing research about their community. This story was originally published in the following publication:

“Building Community: Profiles from Community Directions & the Downtown Eastside Community Development Project”⁹ available online at: <http://vancouver.ca/commsvcs/planning/dtes/project.htm>



Rodolfo Marroquin

Rodolfo Marroquin came to Canada from Guatemala with his wife and two children in 1995. In Guatemala, he owned of a small metalwork factory that employed four or five people making things such as tables, chairs, balconies and other structures.

He really likes living in Canada, but he has had problems with Immigration. These have been compounded by his early inability to speak English. Although he initially wanted to study English and then upgrade his metalworking skills at BCIT, he was only permitted to take an eight-month ESL program at the West Coast Language Centre. Attending BCIT was out of the question due to his immigration status.



Undeterred, however, Rodolfo began looking for programs where he could study English with volunteer tutors. A Guatemalan friend who worked in literacy instruction provided him with a list of such places. At the time, he was living at Main and 49th, and Carnegie Centre, at Main and Hastings, turned out to be the most easily accessible location. "In Carnegie," Rodolfo says, "I made many, many friends because I lived in Carnegie for two years ... I started to study at 9:00 am and finish at 5:00 pm. I learned to write, I learned to read at Carnegie."

While he was spending whole days and entire weeks at Carnegie, people there started telling Rodolfo about the many things one could do living in the Downtown Eastside. He learned about the good transit connections, proximity to beaches and Stanley Park, services, people, and all kinds of activities. His sister-in-law was living at Princess Place, a family housing complex at the corner of Princess and East Cordova. She gave Rodolfo's family a good recommendation to the manager and in 1997, they moved into the same building. Rodolfo met many people at Carnegie. In 2000 he took a course that trained people to work with community. Rodolfo eventually joined the Steering Committee at Community Directions, and became the facilitator of the Latin American working group. Rodolfo cares very much for his Community, the Downtown Eastside.

Experience of Community

Rodolfo admits that he was a bit shy when he first came down to the Downtown Eastside. Not only were many of his friends questioning the decision, wondering why he would choose to spend time in such a place, there were also the strange things he noticed on the street, such as the large number of people who seemed to be talking and gesturing to themselves.

At Oppenheimer Park, he met other Spanish speakers, and though he was not put off by the people drinking and doing drugs there, he did have questions about them. He talked to his tutor Sarah about some of the people he saw. Rodolfo learned about mental health problems and drug addiction.



Despite his friends' protests, Rodolfo likes living in the

Downtown Eastside. The building where he lives has worked well for his family and he has encountered many good people in the neighbourhood, saying that he has frequently found help when he has needed it, just as he has given it when necessary. As an example, he talks about the batteries of his electric scooter running low and the help he gets from people on the street, including sex workers, because in the past he may have given them a cigarette or a dollar when they asked him.

Involvement in the Process

In April of 2000, Rodolfo, who was still involved at the Carnegie Learning Centre, was recruited into a community leadership training workshop sponsored by the Community Directions Latin American working group. As one of 10 people in the program, he was trained as an organizer and facilitator.

When the program finished, he was asked if he would continue to work with the group. He remains active as a volunteer in the Latin American community.

Since this initial involvement, Rodolfo has watched Community Directions change and grow. He admits that he was at first sceptical about it because he didn't see how the group worked or what it did. However, more direct involvement has shown him that it operates as an infrastructure for people to carry out community activities and accomplish goals to improve the neighbourhood. In particular, it provides staff help, supplies for flyers, money for food, and a place for meetings. In Rodolfo's case, all this support has enabled the initiation of a society for Latin Americans in the Downtown Eastside.

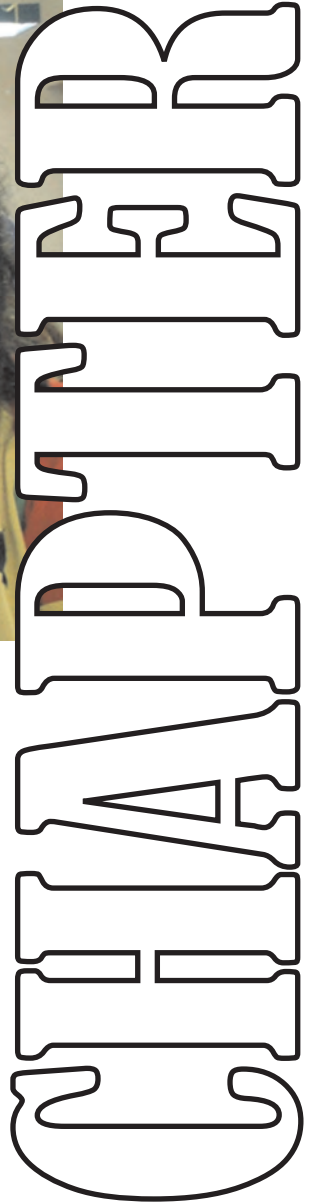
Personal Impact

Rodolfo's experience in the Downtown Eastside and at Community Directions has made him eager to have a positive community impact. He thinks one way to do this is by increasing his organizational participation - like joining the Community Directions Steering Committee.

Rodolfo believes that Community Directions and the processes of which it is a part have contributed to what he sees as a significant improvement in the living conditions and health of Latin Americans in the neighbourhood. A few years ago, he says, many Latin Americans were unfamiliar with the country, unsure of how to network in the community and thus unable to establish themselves economically or socially. However, he notes that there now seems to be less drug and alcohol use among Latin Americans in the Downtown Eastside as well as better access to good housing.

Rodolfo is proud that he helped negotiate spaces for Latin American residents in some of the recently constructed housing projects in the area. The community still has its problems says Rodolfo, but many Latin Americans are now working to improve their living situations. One indicator of this is a greater involvement in community organizations.

Rodolfo wants to increase his understanding of the social and political processes as they affect him personally, at the community level, and in his dealings with various levels of government. He also wants to increase his working knowledge of English to make him more effective as a facilitator for the Latin American community and Community Directions.



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your imagination.
Napoleon Hill
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New Words.....Page 74 Workshop Activities.....Page 74

Project Planning

Project planning is a chance to go from dreams to doing. Taking enough time to develop a good plan will really help your project.

In This Chapter

You will:

- understand what community planning is
- identify the different types of community plans
- be introduced to basic planning and outcome planning
- be able to define key planning terms; and
- create a basic plan or an outcome plan.

Key Ideas

Planning is a very important part of community work. A planning process gets everyone going in the same direction with a clear idea of how they are going to get there. In practice, many things will change along the way. But making a plan gives everyone a chance to talk about their different visions for the project and explore how they can work together as the projects unfolds. It gives you:

- an opportunity to hear other people's ideas and find common ground
- confidence that your project will work
- the activities needed to make the project work; and
- something that you can use to talk to funders or other people who you want to support the project

What is Community Planning?

Community planning is a step-by-step process to decide what needs to be done, how it will be done, what resources you need and who will do what.

Community organizations often have different types of plans. Here are some examples:

A strategic plan

is an overall plan that describes the overall vision for the organization and strategies to address specific issues or opportunities that the organization faces. This plan gives direction to staff and volunteers about projects they might do to achieve the vision.

A project plan

describes what you want to achieve in each project, how you will achieve it, and what will be the result of the project.

A workplan

is a plan of the specific activities needed in a project, who will do them and when.

A budget

is a plan for how the project will spend money to achieve its objectives and outcomes

A monitoring or evaluation plan

is a plan of how you will look back on your work to determine if it did make the changes you hoped for.

This shows how the plans are connected:

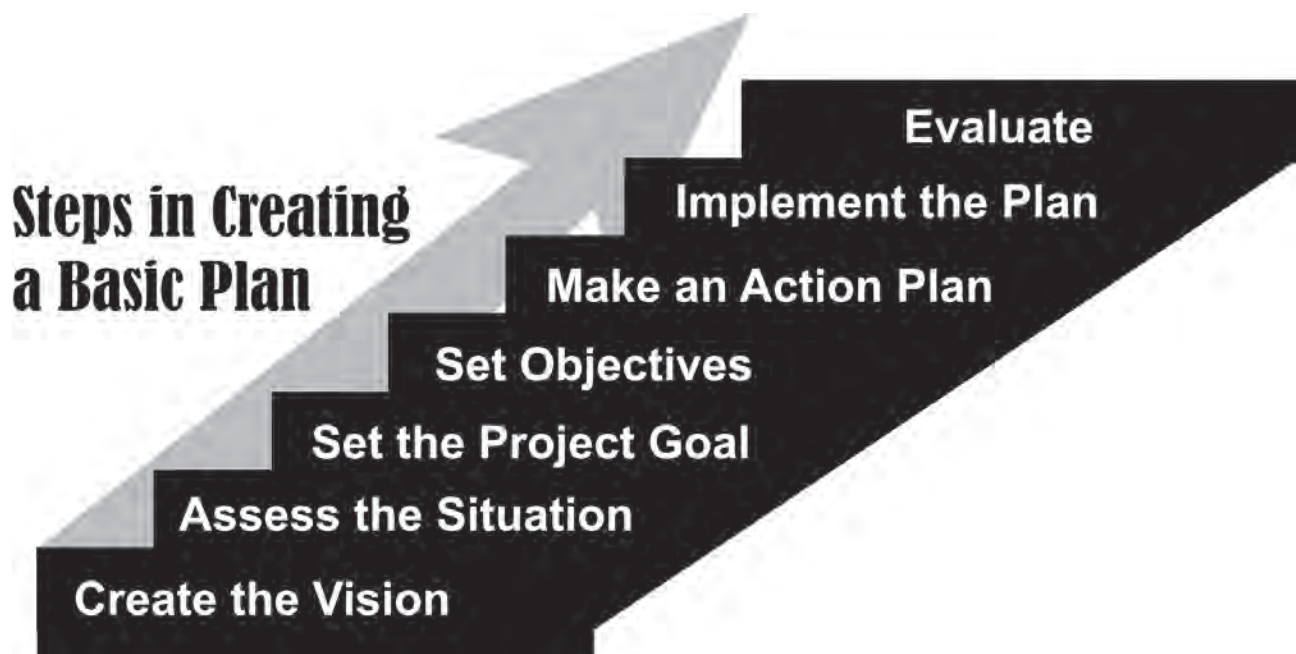


Project Plans

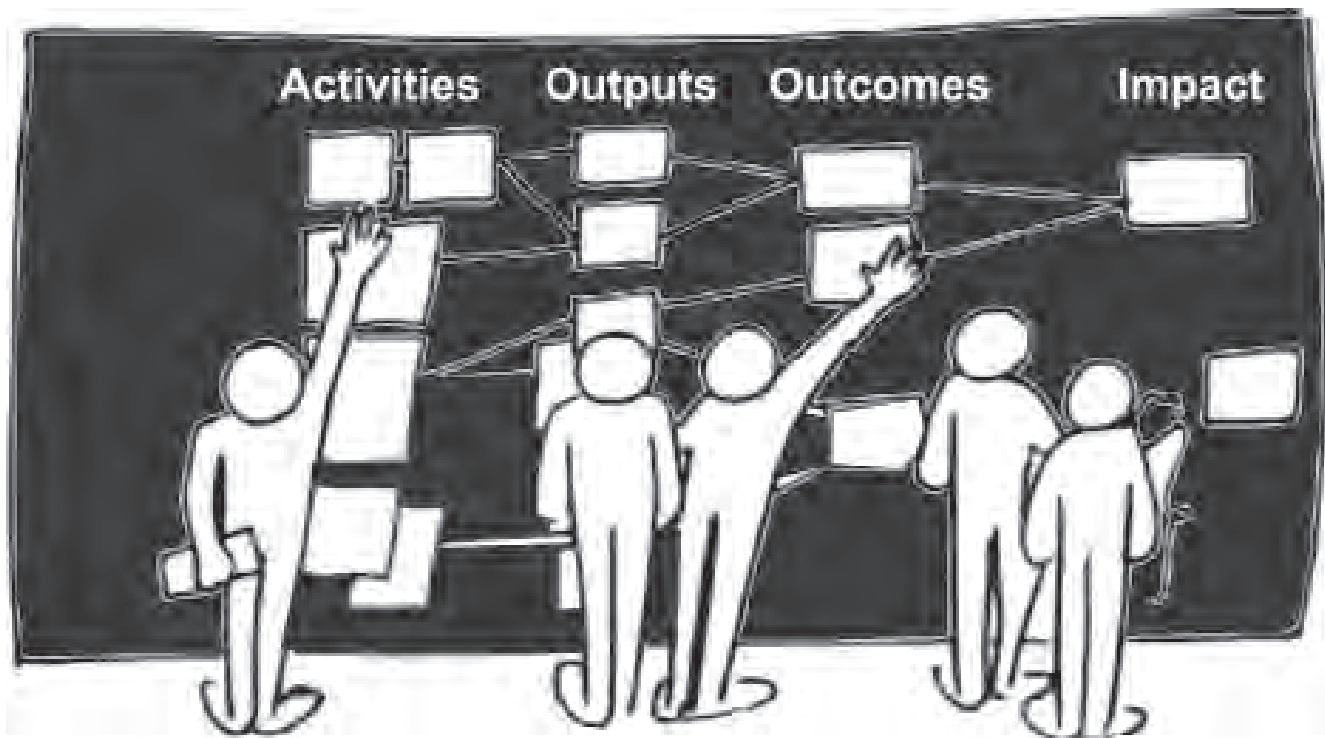
In this chapter, we are going to look at two ways to do a project plan. Both ways look at your values, the group's vision for a better community, and the challenges. Both kinds of planning include your community assets and resources. Both plans tell your group and others what you are going to do.

Option 1: Create a Basic Option Plan

There are usually seven steps in a Basic Project Plan:



- Step 1. Create a **vision** - what we think our community can be like if we do the right work.
- Step 2. Assess the **current situation**. This step means that you need to think about what exists right now. This can involve listing assets or brainstorming needs or issues.
- Step 3. Set the project **goal**. Write down what this project will try to achieve.
- Step 4. Set **project objectives**. These are the specific changes needed for the goal to be achieved.
- Step 5. Make an **action plan**. Make a **list** of tasks that you need to do to achieve the objectives. This tells you what work you need to do and when.
- Step 6. **Implement** the plan. Do the work you have included in your action plan.
- Step 7. **Evaluate** your project by thinking about what worked and what resulted in change:



Option 2: Create an Outcome Plan

When you do outcome planning, you create an outcome measurement framework (OMF) describing what resources you need, what work you will do and what changes you will create through your project. An OMF is best created with the people who are directly involved in the project.

Outcome planning has its own language that is difficult for everyone. But once you know what each word means, you have more power when you talk to funders or supervisors.

One way that will help you to understand it is to think of your community as a pool of water. Through your project, you are dropping a rock into the community and creating ripples that go on and on forever. Each step has a special word.¹⁰



Input

The person and the rock

The resources you need to complete the project. It includes wages, materials, transportation, food, printing etc.



Activity

Dropping the rock

The work you will do to complete the project. Examples: hold workshops, promote the event, prepare and serve food.



Output

The Splash

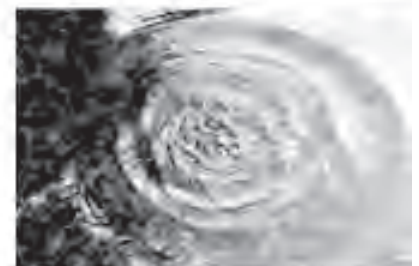
The numbers of things or people that result from your activities. For example: 60 brochures, 3 workshops, 10 participants, 15 meals.



Short-term Outcome

The First Ripples

The change in thinking that happens to the participants of the activity right away. They are the first baby steps toward change. Example: Youth feel comfortable in the group and decide to come back or seniors feel supported and know who to reach out to.



Intermediate Outcome

Rippling Out

The change in participants, their families and peers that result from the project by the end of the project. Examples are: Youth are choosing healthy activities or seniors are active in their community.



Long-term Outcome

Rippling to the Edge of the Pool

Your vision for the community that you think this project contributes to. Examples: Youth in our community are healthy and able to achieve their potential.



New Words

Strategic Planning A 3-5 year plan for the whole organization that takes into account the strengths and weaknesses of the organization and the conditions in the community.

Vision How you want your community to be different in the future.

Goal What you want to change now to achieve your vision.

Objectives The specific things you can do to reach your goals.

Outcome A specific change or result you want to bring about in the short-term, intermediate term and long-term.

Situation assessment Looking at what is going on right now in the community and region so that the plan can be realistic and practical.

Evaluation Looking back on what you did to see if you achieved your goals and what you would do differently the next time.

Workshop Activities

Bring your group together in a circle to think about the project you want to do and choose the type of planning you want to create: a basic plan or an outcome plan. Once you have decided which type of planning you want to do, following the steps provided for each below.

1. Create a Basic Project Plan

Step 1 Create a Vision

Imagine your community 10 years into the future. How would you like it to look? How are people – children, parents, adults, grandparents - interacting with each other? How are people supporting themselves? How do they support each other? Brainstorm ideas of what your community could be like. Write a shared vision with the ideas that everyone agrees on.

An example of a 10-year vision for family programs is:

Children in our community are happy, healthy and self-confident.

Step 2 Look at the Current Situation

This step helps you see the difference between your vision of the future and the situation in your community today. What is different? Does your vision of the future have something new in it or does it have a problem solved? What resources can help you get to your vision?

Brainstorm your strengths. This would include all the assets or good things in your community including people, organizations, activities, parks, buildings and traditions. Try to describe the strength you thing each asset has.

List possible partners that could help you on the project. Ask yourself:

- Who are they and why might they be interested?
- What do they have to offer and what do you offer them?
- What possible risks might you face if you work with them?

List challenges that you might face. Are there ways you can deal with the challenges before they happen? Looking at the situation helps you to gather information for the next step.

Step 3 Set the Project Goals

You have a vision and you know what your strengths are and what challenges you might experience in achieving that vision. You are now in a good position to identify realistic goals to be achieved. List 1-3 goals that you want to achieve before the end of the project. Examples of project goals that would help you reach the vision for families are:

- to support parents to teach their children the benefits of healthy eating; and
- to support families to be active in affordable recreation activities.

Step 4 Set the Project Objectives

For each goal, identify 2-3 objectives. Examples:

Goal: to support parents to teach their children the benefits of healthy eating. **Objectives:** to hold 8 family community kitchens, and to create a family cookbook.

Goal: to support families to be active in affordable recreation activities

Objectives: to support parents to register for low-income recreation subsidy, and to coordinate 4 hikes and 4 trips to the beach.

Step 5 Develop an action plan

- For each objective, list the specific activities that you will do to achieve that objective.
- Decide who is going to do each activity and when



Activity	Who will do it?	By when?
Hold 8 family community kitchens		
Arrange kitchen and equipment		
Advertise event		
Order the food		
Plan the menu		

Step 6 Implement the plan

Now you can go ahead and do all the parts of your plan. Use the written plan to check off activities as they are completed. Keep track of changes. Nothing goes exactly as planned so be flexible. Take notes that include these changes in your evaluation.

Step 7 Evaluate your project

Looking back at how things went is an important part of the planning process. It helps us learn from our experience. Here are some questions to think about in your evaluation:

- What worked really well in the project?
- What did not work well?
- Did we reach the people we wanted to reach? If not, why not?
- What would we do differently next time?
- What was the most important change that happened as a result of the project?

Write the answers to these questions in a brief report to share with your organization and your funder

2. Create an Outcome Plan

Outcome planning is very similar to basic project planning except that it starts with the change you want to create and works backwards to what you want to do to achieve that. Decide which community or part of a community you want to focus on.

This is where the research that you did about the community is really helpful. You know quite a lot about your community now and what changes community members want in their own community.

Step 1 Describe what you would like that community to be in 10 years. (long-term outcome)

Step 2 Identify two or three changes you think this project will bring about that will contribute to the long-term change (intermediate outcome)

Step 3 Identify the activities you want to do through this project that you think will create these changes (activities)

Step 4 For each activity, identify the things that will come from the activities (outputs)

Step 5 For each activity, describe the change that will happen right away – the first baby step toward change (short-term outcome)

Step 6 Go now to the inputs. What resources do you need to do this work (inputs)?

Write the answers to these questions on the outcome measurement framework on the next page. Now you have a project OMF!

3. Personal Writing

In your journal, describe a project that you would like to do. Begin by writing a paragraph about what you like about your community. Then describe something that you think needs to change. Write about how that is affecting you and your neighbours. Then describe a project to fix this problem. Think about where it would happen and how the community would change. Include who might want to help you and what help you might ask from them.

4. Research on Your Own

There are many online resources for planning. An easy-to-read manual for outcome based planning can be found online at: http://www.smartfund.ca/docs/smart_outcomes_guide.pdf

5. Reading on Your Own

One way to learn about planning and your organization is to read your organization's strategic plan. Look for it on the organization's website or ask the volunteer coordinator if you can borrow a copy. As you are reading it, ask yourself the following questions:

- Is the organization making progress toward its vision and goals?
- Do I see the staff and volunteers acting on the organization's values?
- Is the organization successful in achieving its objectives and workplan?
- Is the plan up to date?

OUTCOME MEASUREMENT FRAMEWORK Worksheet

Facilitation



CHAPTER 9

“ If you want to go fast, go alone.
If you want to go far, go together.”
-African proverb

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Facilitation

Clearly, community work involves a lot of talking together. But most of us have also been in meetings where one person did a lot of talking and others did not get a chance to share their ideas. If we want our community activities to include everyone, community volunteers need the skills to help each person speak up in community discussions.

In This Chapter

You will:

- understand why **facilitation** is important
- learn how to set up and run a meeting, and
- be introduced to the main things to think about when you get ready to facilitate a meeting.

Key Ideas

Many decisions in non-profit organizations are made in a collaborative way at meetings. So it is important that volunteers and staff know how to run effective meetings. In effective meetings, everyone gets to:

- say what they think
- hear what other people think
- talk about differences; and
- come to a shared understanding.

There are two different types of meetings in non-profit organizations:

- formal meetings that are guided by a chairperson and follow a formal **agenda** and **Robert's Rules of Order**; and
- **informal meetings** that are guided by a facilitator who helps the group choose its own direction and rules to guide their process.

Volunteers have important roles in both types of meetings. The more you know about the different types of meetings, the easier it will be to be involved or even run your own meeting.

Why are Facilitation Skills Important?

Facilitation is one of the most important community development skills. Group discussions that are guided by a facilitator are more likely to stay focused on the subject and be completed at the expected time. Facilitators achieve this by:

- including different opinions
- supporting group members to explore differences, sometimes thought of as conflict
- giving everyone an opportunity to talk
- reaching agreement on decisions; and
- ending the meeting at the agreed time.

Facilitation is based on a clear set of ethics. It also involves activities before the meeting, during and after.

Ethics of Facilitation

Being a facilitator is a special responsibility.

The actions of the facilitator affect the participants, the organization and the community in a positive or negative way.

To ensure that they have a positive effect, facilitators are guided by ethics that must be followed. The ethics of facilitation include:

- everyone should feel welcome and all cultural groups, faith groups, languages, and abilities should be valued and appreciated
- a special effort should be made to include those who experience barriers to participation such as language or disability
- everyone should be treated respectfully and their ideas valued
- everyone should feel safe from physical or verbal intimidation
- everyone's time should be valued
- the facilitator should be objective and not push her own ideas ahead of others; and

Facilitator Roles

1. setting up meetings
2. welcoming participants
3. coordinating who speaks and when
4. being open to everyone's ideas
5. helping the group find areas of agreement
6. focussing on the groups' ideas
7. summarizing what was talked about and agreed to; and
8. expressing appreciation for input.



- the facilitator should support a group to explore and address any inequality or injustice in the subject being discussed.

Before the Meeting

Be sure to invite all the people that you think need to be at the meeting. Learn a little about them, their goals and aspirations for the group. Look at transportation and childcare needs. Is there anyone who cannot participate because they cannot afford transportation or there is no one to look after their children? Choose an accessible location that is large enough and feels safe for everyone. Arrange childcare, refreshments, equipment and meeting materials.

It is also important to **create an agenda**, the list of things you will talk about , that includes:

- introductions
- review of agenda
- review of minutes of previous meetings
- old business or things you had talked about in a previous meeting (provide a list)
- new business (provide a list), and
- next meeting date.

Send the agenda to other people involved in the meeting to get their input. This helps to make sure the agenda is complete and helps people feel included.

It is a good idea to plan to arrange for someone to **take the minutes**, a record of what is talked about in the meeting and decisions made.

Come 30-60 minutes before the meeting to **set up**. Arrange the chairs for ease of conversation. Circles work well because everyone can see each other and no one is at the head of the group. Look at the walls and anticipate where you will hang any flipchart notes. Have the food or drinks ready when people come; getting their first drink can be a good icebreaker. Make sure all your equipment is working and in place.

During the Meeting

The meeting itself is the most stressful time for a facilitator. It becomes easier and more relaxed if you are able to remember the following steps:

Step 1: Welcome to a safe place

Think of a comfortable way to welcome people. You could simply ask people to give their names and where they are from. You can also use quick ice-breaker exercises to put more fun into it. The key is that it should be non-threatening and welcoming.

Step 2: Here's how we will work together

Ask the group for their ideas about a list of agreements to guide the meeting. These should be little rules to help the meeting run better. Some examples are:

- Our meetings will start and end on time
- One person speaks at a time
- We respect everyone's point of view

Step 3: Here's what we will work on together

Go over the agenda together to see if there is anything to add or change. If time is a problem, set times for each item. Once there is agreement on what you will talk about, start with asking for input on the first agenda item.

Step 4: Invite Everyone to Join in the Discussion

Your main role is to help everyone participate safely. If there are some people who have not spoken, go around the circle and give everyone a chance to talk. If you cue the group you are going to do that, no one feels singled out.

Another way is to pose questions to the group. There are several types of questions:

- Open-ended questions that start with why, how, what inviting the listeners to get involved in a discussion. Example: "Why is this issue important to you?"
- Next-step questions which probe a little deeper, an example is "what is your experience of dealing with issues like this?"
- Tossing the ball questions where the facilitator is asked a question and she passes it back to the group. Example: A group member says "well when are we going to take this field trip?" Instead of answering the question, the facilitator can turn to the group and ask: "What do others think? When should we take this field trip?"
- Feedback questions such as: "Am I right to say that we have agreed on...?"

**Step 5: Welcome Different Ideas.**

Looking at issues from different angles is an excellent way to learn more about your community. Also, if you say everyone's ideas are welcome, you have to be ready to explore them. Conflict or difference often makes some group members feel anxious. Your role as a facilitator can really help the group to explore differences of opinions. Your leadership in moments of tension will help the group to grow.

Techniques to assist in this process:

Naming what is happening:

"Bill has brought up something that is making us all a little nervous. Bill can you explain a bit more why you feel that this is important?"

Create a pause for people to collect their thoughts:

"Sophia has added a new component to our discussion. Let's take a moment to make room for it and think of some of the questions we can ask Sophia, so we'll understand where she is coming from."

Clarify:

Tim, I'm not sure I understand your comment fully. Are you saying?

Make Room to explore:

"Okay Bill, thanks for explaining your comments. Let's see what other people think. Anyone have a response?"

Step 6: Keep it focused

As you go through the agenda, try to keep the conversation focused on the agenda items. But sometimes it's tough because one idea simply leads to another. One way to honour people's ideas and stay on topic is to put the ideas that are not related to the agenda onto a parking lot list. This is a list on the wall that simply contains all the ideas that you want to talk about at another time.

Step 7: Be flexible

Sometimes an idea comes up that isn't on the agenda but it generates a lot of energy, positively or negatively. If you sense that the group really wants to talk about that idea, ask them if they would like to take a break from the agenda for a few moments to talk more about this new subject.

Step 8: Don't get bogged down

Often when the discussion begins to focus on details, the meeting can get bogged down. This is a good time to form a committee that will work on this idea outside the meeting, before the next meeting. The committee's job is to bring a recommendation back to the larger group at the next meeting.

Step 9: Keep in touch

Summarize what you have heard regularly. Ask the group how they are feeling about the meeting. See if there are any changes that need to happen part way through the meeting to keep it on track.

Step 10: Review what was achieved

At the end of the meeting, review what has been achieved over the course of the day. Explore next steps and actions required.

Step 11: Thanks for coming

Honour everyone's contributions. End the meeting on time. This builds trust and gives people confidence in the process.

Taking Minutes

Writing down what happened in the meeting is called "taking minutes." It's an important activity because it helps the group to remember what took place, and it can bring anyone who missed the meeting up to date.

Minutes		
What was talked about	What was agreed to	Action to be taken

Sometimes the facilitator will take the minutes by writing on the flipchart. More often, the



facilitator will give this job to someone else at the meeting, and together they will make sure the important things get written down. The facilitator can say something like “Did you get all those dates down? Do you need to catch up?” if the discussion is going fast. The minute taker can also ask questions like “So what did we decide? And who is going to take the next step?” This way, the facilitator and the minute taker work as a team to record the meeting. The minutes of the meeting do not include every word said! The minutes usually have a brief summary of the discussion, decisions and action needed. Use the headings from the Minutes Chart to set up your page.

Once completed, send the minutes out to the participants by email and follow up on action items. At the next meeting you can go back over the minutes to see if they are correct and if the actions that were decided on have actually been completed.

New Words

Facilitation	To coordinate the conversation in meetings.
Ethics	The responsibilities that a facilitator has to others.
Intimidation	When someone makes you feel afraid or not good enough.
Agenda	The list of things a group meeting will talk about.
Parking lot	A list of ideas that are important and will be talked about later.
Robert’s Rules of Order	A list of procedures for formal meetings.
Minutes	A written record of a meeting.
Aspirations	Long-term hopes and dreams.

Workshop Activities

1. Try Out Facilitator Skills

In groups of three, take turns facilitating a conversation on one of the following subjects for 10 minutes:

- what do I like best about my community
- what are the biggest challenges in my community; and
- what are some of my ideas for addressing these challenges?

When everyone has spoken, summarize what you think you heard from the others. Don't worry if each person is from a different community. Try to use all four question styles: open-ended questions, next-step questions, tossing the ball questions, and feedback questions

2. Practise Facilitation Skills by Planning a Field Trip

Everyone enjoys a field trip, even if it is visiting another organization in the community! Use the field trip to practise facilitation skills. Decide who will be the facilitator of this discussion and who will take minutes.

What do you need on the agenda? Where will you go? How will you get there? Who will call ahead? Etc.

Remember, the facilitator helps the group to decide what they want to do. The minute taker keeps track of the discussion topics and what decisions are made. If your planning takes more than one meeting, rotate the role of the facilitator and minute taker.

At the end, discuss how the meeting went. Give positive feedback to the people practising facilitation skills. What went well? Is there any way to improve? Did the group help by making suggestions? Skills can always get better but you don't have to be perfect to get things done!

3. Research on Your Own

Go to a board meeting of your organization and notice the different facilitation techniques that are used in the meeting. How many did they use? What worked and what did not?

Do a search for workshop icebreakers on the Internet. Here is one website to get you started: http://humanresources.about.com/od/icebreakers/Ice_Breakers_Energizers_and_Activities.htm

4. Reading on Your Own

Learn more about Roberts Rules of Order. A basic summary is available online at: www.afcs.ca/PDF/RobertsRules1.pdf Ask yourself a few questions:

- Where have you seen Robert's Rules used?
- What situations are rules like this most helpful?
- Are these rules useful in groups you are involved with?
- What are the steps for making a motion?

Learning Through Dialogue - Hearing Different Views



**“I know there is strength in the differences between us.
I know there is comfort where we overlap.”**

-Ani DiFranco

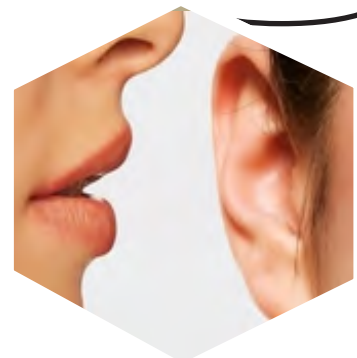


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10 CHAPTER

Learning through Dialogue

Every group we participate in shapes our view of what is possible in society. We need to model the world we want to see. One of the biggest challenges for community groups is when difference or disagreement comes up. This chapter will help you to prepare for healthy dialogue when people have different points of view.

The most challenging part of facilitation is to really listen to what people say and to find common ground when it feels like people's views are conflicting. This chapter shows how to find common ground.

In This Chapter

You will:

- learn to expect difference
- become aware of your own conflict style and that of others
- explore the role of conflict in community development and ways to respond to it, and
- develop group practices that allow for difference to be explored safely in your group.

Key Ideas

Many people fear conflict. Some of us learned at an early age to “head for the hills” at any sign of conflict in our families. These early experiences have a significant impact on our “gut” reaction to disagreement. Fear can make people retreat: retreat into themselves and be silent, retreat into a narrow opinion or retreat away from the creativity and respectful dialogue we are trying to encourage.

Understand the Role of Conflict in Community Development

Although most of us find conflict uncomfortable, it isn't always a bad thing. Conflict in a community setting can:

- bring to light the different values in the group
- help individuals see where there is stress in their lives

- provide an opportunity for deeper discussion; and
- motivate people to act.

However, it is unhealthy if in the conflict:

- people get hurt
- one person dominates another
- individual rights are ignored; and
- too much time is wasted.

How can we help each other in these difficult moments?

We can learn to expect difference and conflict. Difference in any group is unavoidable and healthy. We need difference in community development because the current situation is not working for many people. If we can learn to welcome difference, we will be open to new ideas. For example, Albert Einstein's ideas did not fit in to normal scientific theory. Thank goodness he proposed something different! More recently, Wangari Maathai believed that ordinary village women could transform Kenya's arid land by each planting a few trees. No one else believed it could be done when she started, but millions of trees later, the green is back in Kenya.

One way that we can be more open to difference is if we know that our group discussions will be safe and respectful even when people have opposite views. We talk more about this later in the chapter.

We can be aware of conflict styles. Part of what we bring to groups is our conflict style. Much of this is determined through early family experiences. Just knowing our conflict style is helpful and gives us more power to use or change our style. Knowing other conflict styles will help us to recognize an approach when we see it in someone else. Your self-awareness will help other group members. Take the Conflict Style Survey in the activities section and see what it tells you.

We can ask questions Sometimes we think we have a conflict when we don't! We often jump to the conclusion that there is a conflict when really, there is just a situation to solve. The research on conflict resolution says that the step most often missed is "take

time to explore the problem.” Ask questions. Define the “problem” by asking what exactly is the issue? Look at the issue from many perspectives and take the time to find out more information. We need to bring curiosity to the table if we want to learn from each other.

Causes of Conflict

What causes conflict? There are five main sources of conflict between two parties:

Main Sources of Conflict	
Root Problems	Cause
Values	Different values Different way of life Assumptions or judgment made about the other person's values
Resources	Limited resources Unequal control of resources Time constraints
Interpersonal	Past negative encounters with the person or group Unresolved disagreements Stereotypes
Interests	Competing needs, desires or wishes
Facts	Lack of information Misinformation Different views of what is important

Ways of Dealing with Conflict

Everyone has their own way of dealing with conflict. Some are healthier than others. Some common ways are:

- avoiding by being passive and withdrawing
- competing and trying to take control over the situation
- accommodating by adapting what you are doing to the other persons wishes
- putting yourself in the other person's shoes
- compromising, working to find a solution that everyone can live with; and
- collaborating, working with the other person to find a solution that satisfies everyone.

Groups will be most successful in achieving their goals if they are able to accommodate compromise and/or collaborate. They are better able to accommodate compromise and collaborate if everyone is a good listener.

Active Listening

We listen to get information, understand and appreciate each other, and to build ideas together. The first step in finding common ground is to really listen to what others have to say and to help them feel like you heard them.

Active listening is an approach where the listener makes a conscious effort to hear not only the words that the other person is saying but, more importantly, to try and understand the total message the person is sending. There are five basic steps in active listening.

1. Pay attention.

Give the speaker your complete attention and remember that often what you don't say speaks louder than what you say. Some ways to show that you are really interested in what the other person is saying are:

- Look at the speaker directly.
- Try to look relaxed and encouraging.
- Put aside distracting thoughts. Focus on what is being said rather than your answer.
- Try not to get distracted by what is going on around you, such as a cell phone ringing.
- "Listen" to the speaker's body language and think of ways to help them relax.

2. Show that you are listening.

- Use your own body language and gestures to show that you are paying attention.
- Nod occasionally.
- Smile and use other facial expressions.
- Notice your posture and make sure it is open and inviting.
- Encourage the speaker to continue talking with comments like 'yes', and 'uh huh.'

3. Give feedback.

Our personal experiences, judgments, and beliefs can affect what we hear. As a listener, your role is to understand what the speaker is saying to you. You can do this by:

- Paraphrasing or repeating back in different words what you think you heard: “What I’m hearing is...” and “Sounds like you are saying...” are great ways to reflect back.
- Asking questions to clarify certain points. “What do you mean when you say...” “Is this what you mean?”

4. Summarize the speaker’s comments from time to time.

Try not to judge what the person is saying but indicate to them that you understand what they are saying and that you are sensitive to how they are feeling. Here is how you can do this:

- Let the speaker finish.
- Do not respond with counter-arguments.
- Summarize what they have said at the end.

5. Respond Appropriately.

Active listening is a model for respect and understanding. You are gaining information and perspective and seeking a win-win. Some tips on doing this are:

- Be sincere, open, and honest in your response.
- Give your opinions respectfully.
- Treat the other person the way you would like to be treated.
- Ask questions that help to find a solution.

New Words

Retreat To go backwards, to move away from things that scare you.

Conflict A disagreement between individuals or groups.

Conflict Resolution Ways to deal with disagreements.

Root Problems The original cause.

Interpersonal Between two or more people.

Active Listening Showing the other person that you are listening.

Feedback Responding to what a person said.

Paraphrasing Showing that you have been listening by repeating what has been said in your own words.

Summarize Stating the main important parts in a conversation.

Paraphrase Say what you heard using different words.

Workshop Activities

1. Feeling Heard

Break your group into pairs. Invite your partner to describe a situation in their life where they did not feel heard. Show them that you are paying attention. Gently ask them questions to make sure you understand. **Paraphrase** what you think you heard and ask if you understand correctly. Summarize what your partner said. Change roles. When both partners have had a chance to be the listener, talk about how it felt. What emotions came up? How did it feel to be the listener. How is this different from how you listen in your everyday life?

2. Build an Open Attitude

Divide the group into small groups. Give each group lots of supplies – straws, popsicle sticks, clay, paper, tape, scissors, paper cups, etc. Ask each group to create a sculpture or a three-dimensional object that represents a healthy, open attitude to difference, problem-solving and conflict in the group. Give about 20 minutes for the activity, more if people want it. Ask each group to present their sculptures. Explore:

- What is important about these sculptures? What do they say?
- How can you translate the sculptures into group guidelines for handling conflict?

3. Conflict Style Survey

There are many ways to work through a conflict. The way you choose may depend on the situation and on how comfortable you are. The following Conflict Styles Survey is from Making It Work: a workbook on conflict and communication for adult literacy learners.¹¹

Make copies of the survey for everyone in the group. Ask everyone to fill out the survey and calculate their conflict style on the following page.

What Is Your Conflict Style?

Below is a checklist to see what conflict style you use most. Read each statement and check off the answer that is most like you.

When I am in Conflict I...		Yes	No	Sometimes
1	<ul style="list-style-type: none"> ■ try to win because I know I am right. ■ keep pushing until I make my point. ■ stick to what I want, no matter what the other person feels. ■ am ready to use force. 			
2	<ul style="list-style-type: none"> ■ will give up what I want or my relationships, if I can avoid conflict. ■ hope that problems will just go away. ■ won't say what I think, even if I know what is right. ■ walk away when there is conflict. 			
3	<ul style="list-style-type: none"> ■ am more concerned with how others feel than with my own feelings. ■ am willing to go along with the others. ■ will not argue if it makes others feel bad. ■ will give up what I want to keep the peace. 			
4	<ul style="list-style-type: none"> ■ look at what each side would give up. ■ look for ways to keep both the relationship and what I want. ■ will give up some things in exchange for other things. ■ try to find a middle ground. 			
5	<ul style="list-style-type: none"> ■ try to understand why people want things. ■ want to share my feelings and ideas and I want to hear the ideas and feelings of others. ■ want to make sure everyone gets what they need. 			

Scoring	Yes Total
1. Forcing	
2. Avoiding	
3. Caretaking	
4. Deal Making	
5. Working Together	

You probably noticed that each row on the survey is numbered (in the left-hand column). This number corresponds to a row in the following conflict style chart. Total your “yes” checks for each row on the survey you just completed and write that number in the appropriate row in the chart. Find the rows with the highest number of yeses. This could be your conflict style(s). Look up the description of this style below:

Conflict Styles

The Forcer

The forcer stands their ground. They say exactly what is on their mind. They try to gain power by speaking or yelling more than they listen. The forcer gains power by intimidating, violence or a threat of violence. Forcing may include losing one’s temper or blaming the person they are talking to. It may include attacking that person, or dumping their anger onto someone else.

Forcing is not a good way of dealing with problems, but may be needed at times. If someone’s life is in danger, and you are trying stop him or her from doing something very risky, this may be the only way.

The Avoider

An avoider will step aside, withdraw, or put off a problem until another time. They say “Who me?” or “Whatever” or “I’d rather not talk about it.” The avoider does not want to admit that there is a conflict, or chooses to ignore it. They distance other people by not talking about problems. Or they act like a victim instead of facing things.

Avoiding is most common when a person feels that they cannot handle the emotions that might come up. They would prefer to say something is not a problem than face it. Sometimes when people do not face their anger, it can bubble up at the wrong time or be too forceful.

The Caretaker

A caretaker favours other people’s feelings more than their own. A caretaker often just wants everyone to feel better. They smooth things over to keep the peace. A caretaker will give up

something they want, just to make others feel better. The real problem may never get talked about and may come back again.

People sometimes resort to caretaking when there is a lot of emotion, or when the situation is out of control. Things just need to be calmed down. Hopefully when everyone is calm, they will talk about the issue.

The Deal Maker

The deal maker listens to the other person and states his case. To find a middle ground to end the conflict, he says “I’ll give you this if you do that”. It can take a lot of talking to find a way to compromise. In doing so, both people will understand each other better. Deal making or compromise works well for straight forward situations. It may not resolve bigger, or more complicated problems. In a work situation, two people can often benefit by finding a compromise.

Working Together

Conflict resolution is working together to find the best solution for everyone. You accept that conflict is part of life, and that it can be managed. People must be willing to listen to each other. They have to be open-minded about how things will work out. They must also be willing to share, and let go of power. They must try to see the situation from different points of view. Everyone must take responsibility for his or her own feelings. They must be honest about the issues, and help to come up with solutions.

This is the best way to work through a conflict with people you really care about. It can be hard work, but it is often worth the effort.

In the group, discuss:

- What is your main style? Does it reflect how you think you deal with conflicts?
- When is this style effective for you? When is it not?
- How can we help each other to practice new styles?

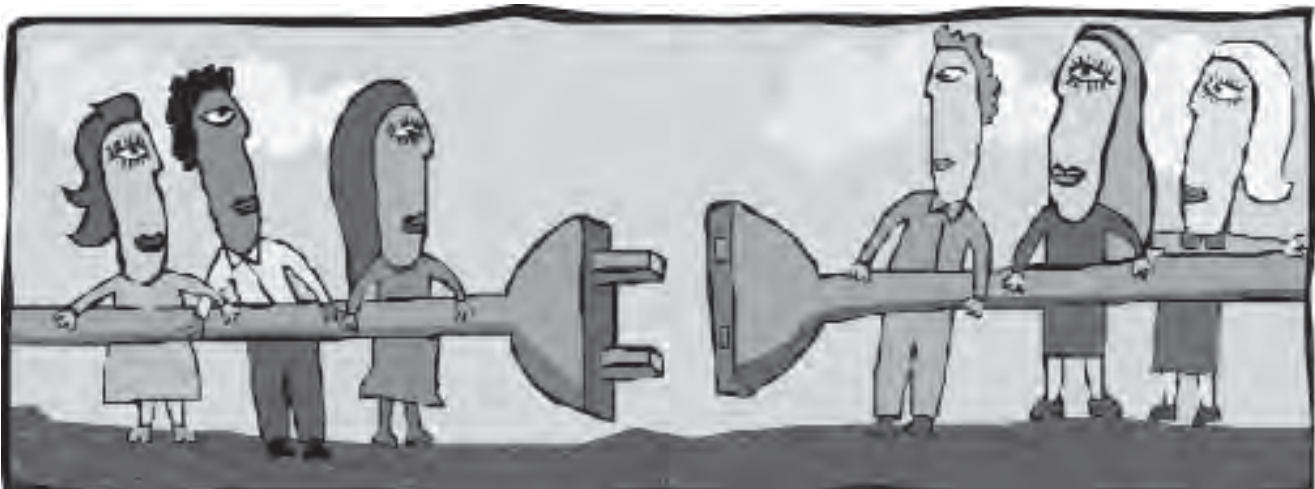
The explanations above are taken from the communications workbook *Making It Work* by Anne Moore. The workbook offers examples of each style and practise situations if you are interested in spending more time on this topic.

4. Personal Writing

Write a journal entry about how active listening can help you in your life. What other situations would it be useful in? What people in your life might feel differently if you listened well? What help do you need to gain more skills in listening?

5. Researching on Your Own

Many organizations have a policy for how to deal with conflict. Ask a coordinator or executive director in your organization how the organization deals with conflict when it comes up. See if they have different approaches for different people: staff, participants, people who are experiencing significant challenges in their lives.



6. Reading on Your Own

There are lots of online resources for conflict resolution. Wikipedia is an online encyclopedia of everything there is to know in the world. It is a very useful place to learn more about conflict resolution: http://en.wikipedia.org/wiki/Conflict_resolution. Also if you scroll down to the bottom of the page, you will see links to many subjects related to conflict resolution. There is so much to learn, isn't there?

Writing a Funding Proposal



**“ When courage, genius and generosity
hold hands, all things are possible. ”**
-anonymous

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CHAPTER 11

Writing a Proposal

Although the contributions of community members are the most important asset in community building, communities often need additional resources. Fortunately, governments and different foundations (funders) give money to help community organizations achieve their goals. To get money from other organizations, you need to write a proposal.

In This Chapter

You will:

- know what a funding proposal is
- understand the steps in writing proposals
- be able to read a request for proposals (RFP); and
- have the confidence to begin writing a proposal for a small community project.

Key Ideas

One of the most important skills in community organizing is proposal writing. Being able to write a good proposal is a highly valued asset for staff or volunteers.

What is a Proposal?

A proposal is simply a request for money in writing to an organization that gives money to community work. A proposal is usually more than a letter. It provides all the information that the funder has asked for in the same format that the funder has suggested. It describes the project that the organization needs money for in a way that the funder knows exactly what you want to do and how you plan to do it.

Who is the Proposal To?

The proposal is to a 'funder,' an individual or group who has advertised that they give money for specific kinds of activities. There are many different types of funders, including:

- government: federal, provincial or municipal
- foundations
- other non-profit organizations or associations like service clubs, and
- corporations.

When a funder agrees to fund a project, the community organization and the funder become partners. Your organization gets funds for an important project and the funder meets their community responsibility goals. Like all partnerships, it is important that the two partners have all the information they need and have good communication.

Information Needed

When you apply for funds, you are asking the funder to believe in your project enough to give you money to do it. So you need to give them enough information to make that decision. The research and planning you do before writing the proposal will make that job a lot easier.

Information Requested	Where You Can Get it in Your Plan (Chapter 8)
Needs that the Project will Address	The research you did on community needs will help you to write about the current situation in your plan.
Project Description	In your own words, briefly describe what the project will do and what will change.
Vision for the project	This is the vision and goal in your Basic Plan or the long-term outcome in your Outcome Plan.
Project Activities	Action plan in your Basic Plan or activities in the Outcome Plan.
Deliverables	Outputs.
Project Results	The goal in your Basic Plan or the short-term outcomes and intermediate outcomes.
Budget	Use the Inputs or list of items, in your Outcome Plan. You just need to add a cost for each item.

The preceding chart provides a list of information that many funders want. It also shows how you can use the research and planning you did in Chapter 8 to provide that information.

Steps in Writing a Proposal

1. Read over the background document on the funder.
2. Highlight their purpose and ask yourself if the project fulfills this purpose.
3. Highlight their funding criteria. Ask yourself “do our activities fulfill all or some of these criteria?”

4. Pay attention to what they do not fund. Do not make a request for items that the funder does not fund. You will have to find another source for these items.
5. Look over the application. Do you have all the information you need to get going? Do you need to gather information or gather support?
6. Begin filling out the application. Use your basic project plan or OMF to help you.
7. Create a budget following the steps in the Working with Numbers section below.
8. Prepare draft letters of support. Look to the Personal Writing Section below.
9. Finally, read over everything. Does it all make sense? Is everything complete? Now you are ready to mail it to the funder or present it to your group!

New Words

Proposal A written request for money or other things you need for your project such as materials or space.

Funder Organizations that give money to community groups.

Proposal Writing The process needed to ensure that your written request is complete.

RFP A Request For Proposal, the method funders use to tell communities that they are willing to give money for certain activities.

Budget A list of what you need, how much these items will cost and how much you are asking the funder for.

Endorsement A way to show support for an organization, service or product. For example, a group could write a support letter saying they have used another group's service and found it very useful and professional.

Workshop Activities

In small groups, write a draft proposal to the "First Steps Foundation" using the project you planned in Chapter 8 and following the proposal writing steps described above. First Steps is a made-up foundation to help you practice proposal writing. Ask people in your community to sit on the First Steps Grants Review Committee so you can practice your presentations.

1. Read a Request for Proposals (RFP)

Read the RFP from First Steps Foundation below. It describes what types of things they fund and the information they want.

First Steps Foundation

At the First Steps Foundation, we provide small grants to promote the first steps of a new community project. We believe that people involved in their communities are the best people to start local development activities for their neighbourhoods.

If you have a project that is just getting started, consider applying to our Foundation for initial funds. We have a maximum of \$100 for each project. The application is attached. Please take a look at our funding criteria before you begin writing.

We fund:

- Expenses for travel such as bus tickets, parking
- Meeting supplies: refreshments, flipcharts and markers, door prizes etc
- Rental of space
- Photocopying or printing
- Childcare

We do not fund:

- Honoraria
- Alcoholic beverages
- Projects outside of the region

Timing:

Please be prepared to present your project's application on _____ (date).
Bring three copies of your application for the First Steps Foundation Committee to review.

Letter of Support:

Please bring a letter of support from an organization in your community. The letter should say they are aware of your project and support the first steps you are taking.

If you are successful:

If you are successful, the funds will be given to your Neighbourhood House for your project.

2. Write the Proposal



Application – First Steps Foundation

Project Name: _____

Contact Person(s): _____

Neighbourhood House Contact: _____

1. Please describe the need for the project in your community:

2. Give a brief project description of what your project will do:

3. What is your long-term goal?



4. Which project activities are you asking the First Steps Foundation to support?

5. What outcomes or project results do you expect from these activities?

6. Do you have support from your community? Please Include a letter of support

Request for Funding		Budget for First Step Activities	
Item	In-Kind or other Funder Expense	First Step Foundation Expense	Total Budget
Totals:			

3. Prepare a Budget

As you can see in the example below, a budget shows how much money you need and where you plan to spend it. Look at each activity in your basic project plan and what you need to pay for. For example, if you are holding a community meeting, you will need a meeting space and some refreshments. Look at your community's assets. Is there a room that an organization can donate?

Or go back again to your OMF. Look in the 'inputs' column: Have you listed everything you need for the project? Have you included those things that you will donate yourself or get from your neighbourhood house or another organization?

Sometimes another organization or a partner can support your project without giving you money. This is called **in-kind support**. For example: if your activity is a meeting, your neighbourhood house could give you the space and this would be an in-kind donation.. You can list the fee (\$150 for rented space) in the in-kind column. Funders like to see that costs are shared by other contributors.

Refreshments for your meeting might be something to ask for from the Foundation.

If you have an OMF, transfer all the items from your inputs column into the "item" column in the budget table on the previous page. State your estimated cost for each item in the in-kind or the First Steps Expense column. Put all costs in the Total Budget column. When you add

Request for Funding		Budget for First Step Activities	
Item	In-Kind or other Funded Expense	First Step Foundation Expense	Total Budget
Meeting Room	\$150 in kind		\$150
Refreshments for 10 people		\$80	\$80
Totals			

them all up, the final totals show the In-kind Total, the First Steps Total and the Total Budget. If you are doing a Basic Project Plan, go through each of your activities to see which require in-kind support or a request for funds from the Foundation.

4. Prepare a Presentation to the Funder

Imagine that your group has five minutes to make a presentation about your project and answer questions from the First Steps Foundation Committee. Think about all the ways you can be organized and make a good impression.

- Decide what key point you want to make – make sure the funder knows who you are, what your project is called and why this is an important project for your community
- Be clear about how much money you are requesting
- Decide who will say what
- Decide how you will answer questions.
- Be sure to thank the committee for considering your project.
- The pretend committee can give you feedback on your presentation

5. Write a Draft Letter of Support

The First Steps Foundation wants one letter of support. Often, a funder will ask for letters of support for your proposal. The purpose of this is to find out if other partners know about and support your project. However, organizations are often very busy and may not have the time to do the letter when you need it. You can help them out!

Write a draft letter for your organization to use. Be sure to contact them as early as possible to let them know you will need their support and that you will send them a draft letter for them to use as a template. You can also give them a copy of your proposal so they know exactly what you have sent to the funder.

6. Research on Your Own

The Charity Village website has resources to help write proposals and raise funds. Go to the following link to learn how to write a really great fundraising letter:

https://charityvillage.com/Content.aspx?topic=how_to_write_the_perfect_fundraising_letter&last=145

Computers for Community



**“ The kids in China waved to the kids in Toronto.
The kids in Toronto waved back.”**

-Sarah Kessler

**Through the use of a giant live-feed TV screen,
20,000 Toronto school children who helped
raise funds for schools in China connected with
those kids in real time.**



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CHAPTER 12

Computers for Community

In Chapter 4, we said that all community members should be able to use e-mail to communicate. Once everyone is comfortable with using the computer, a whole world opens up. Computers can help us get our message out in very creative ways.

In This Chapter

You will:

- learn the role of social networking in community development
- be able to start a Facebook page for yourself or an activity you are part of
- gain the skills to prepare a digital story; and
- learn some of the dangers associated with social networking

Key Ideas

In the 21st Century, computers play an important role in helping us to connect with our communities. They can also be very helpful for simply sharing ideas and experiences through social networking and digital storytelling.

As you use computers to reach out to more and more people, it is also important to be aware of the dangers of being “online.” But don’t worry, there are easy ways to keep you safe and still have fun!

Many people believe that our ideas shape our tools, but that our tools can also shape our ideas. When computers become your tool, you may find your ideas take new shapes and sizes. So, let’s get connected and see what we can think of next!

Social Networking

A social network is an online community of people with a common interest who use a website or other computer technology to communicate. They could be friends, students in the same class, or work mates. *Social networking* helps us to:

- communicate with people when it is convenient
- communicate with a large number of people all at once

- share photos and ideas with people we care about
- learn about things from other groups or communities; and
- promote ideas or activities easily and cheaply.

There are many different social networking sites. Some of the most popular are Facebook, Twitter, MySpace, Linked In, and Google+. There are also lots of social networking websites for local communities or communities of interest.

There are also risks connected to social networking. Some risks are:

- Information you put on your social networking site is available to others and can easily be sent to many more people. It is very difficult to get back something if you change your mind.
- Your opinions or the words you use are easily available to others. Some employers search the Internet for information on people who have applied for a job. There are probably things you don't want to share with an employer.
- Other people can use the information you put on your site for their use. Be very careful about who has access to pictures and information about your children.

Most social networking sites have settings so that only people you trust have access to some information. Find out where those settings are on your social networking program and how to set them to a privacy level you want.

Digital Stories

Digital storytelling is a way of sharing your story using images, voice and music recorded using a computer program. There are different programs that can help you make a digital story, many of them free. The most important thing about a digital story is that the story comes first and the technology is simply a tool to make the story come alive.

To create a digital story, in addition to a computer, you will need:

- a microphone
- story editing software
- audio editing software

- some photographs or video clips
- music, digitally available, and
- a story to tell!

Some of the story editing software that can be used are:

- Windows Moviemaker (free)
- Photo Story 3 (free)
- iMovie (free)
- Sony Vegas
- Adobe Premiere

Voice editing software readily available are: Audacity and Final Final Cut)

Keeping Up

Social networking and digital storytelling is constantly changing. There is new technology every day. But the good news is that once you get started, it is much easier to use new things as they come along.

New Words

Online	Connected to the internet. It may also be used to mean that you have an online presence or identity even if you are not connected to the internet in this very moment.
Facebook	The most popular social networking site in the world. There are now more than 1 billion active Facebook users.
Communities of Interest	Communities that are built around common interests but that may not be based in one location or even ever meet each other face to face.
Computer Software	The programs that run on a computer. These include word processing programs (our modern typewriters), photo and audio editing programs, programs to connect to the internet (browsers) and more.
Computer Hardware	The physical part of the computer. In most cases, this includes the monitor, the hard drive, the keyboard and the mouse. It may also include things like a camera, a microphone and speakers.
Webcam	A tiny camera built into, or attached to, your computer that points towards the person sitting in front of it.

Workshop Activities

1. Create a Social Networking Account

Wikipedia lists over 100 well-known, active social networking websites. As this book goes to print, two very popular ones are Facebook and Twitter. But by the time you are reading this, there may be new ones.

Spend some time with your group brainstorming possible social network sites. Move the group to a computer lab and make sure someone is familiar with the latest social networking sites. Look at different ones and find answers to these questions:

- How do you sign up for the site? You will likely need to provide an email account and decide on a password.
- How do you post messages and pictures?
- What does the site look like? Do you like the look of the site?
- What people are writing about? Are the message interesting? Would you like to join the conversation on this site?
- Do you think you would be comfortable using this site?
- What about security?
- What site works best for your group to use during the community leadership training?

Decide as a group which site you would like to use together. You can use it to communicate with each other and share materials, pictures and experiences. Then sign up for it and use it!

2. Research on Your Own

Here are some great resources with information on digital story-telling and examples of stories that others are sharing:

Center for Digital Storytelling:	www.storycenter.org
Photo Voice	www.photovoice.org
Patient Voices	www.patientvoices.org.uk
Digital Clubhouse Network	www.digiclub.org

3. Create a Digital Story

The best place to start a digital story is with your own story or a story of something meaningful that happened to you. Take some time to get it down on paper. If not, you can try telling it to someone else and ask them to write it down. Take your time editing the story and getting it the right length. For a 2 to 3 minute story, you should start with about 350 words, or 1½ typed pages. Compile all the photos you would like to include. If you don't have digital copies, you will need to scan them in.

Once you have completed the story and have your photos, open your browser and go to www.microsoft.com/download/en/details.aspx?id=11132 to download Photostory 3 for free

Once it is downloaded, open Photostory and follow these steps:

- Upload your photos. On the photo page, find the tools for editing right below the photo. Try correcting color levels or rotating a photo.
- Go to the 'next' screen and try some different effects on your photos. You could add a title or change the effects by pulling down the menu options just below the photo.
- Go to the 'next' screen and cut and paste your story into the text field for each photo. Then record your voice reading your story.
- Go to the 'next' screen and choose some music and upload it.

You now have all the elements. Preview it. You can also push the 'back' icon and go back to make changes at anytime.

Sustaining Your Growth



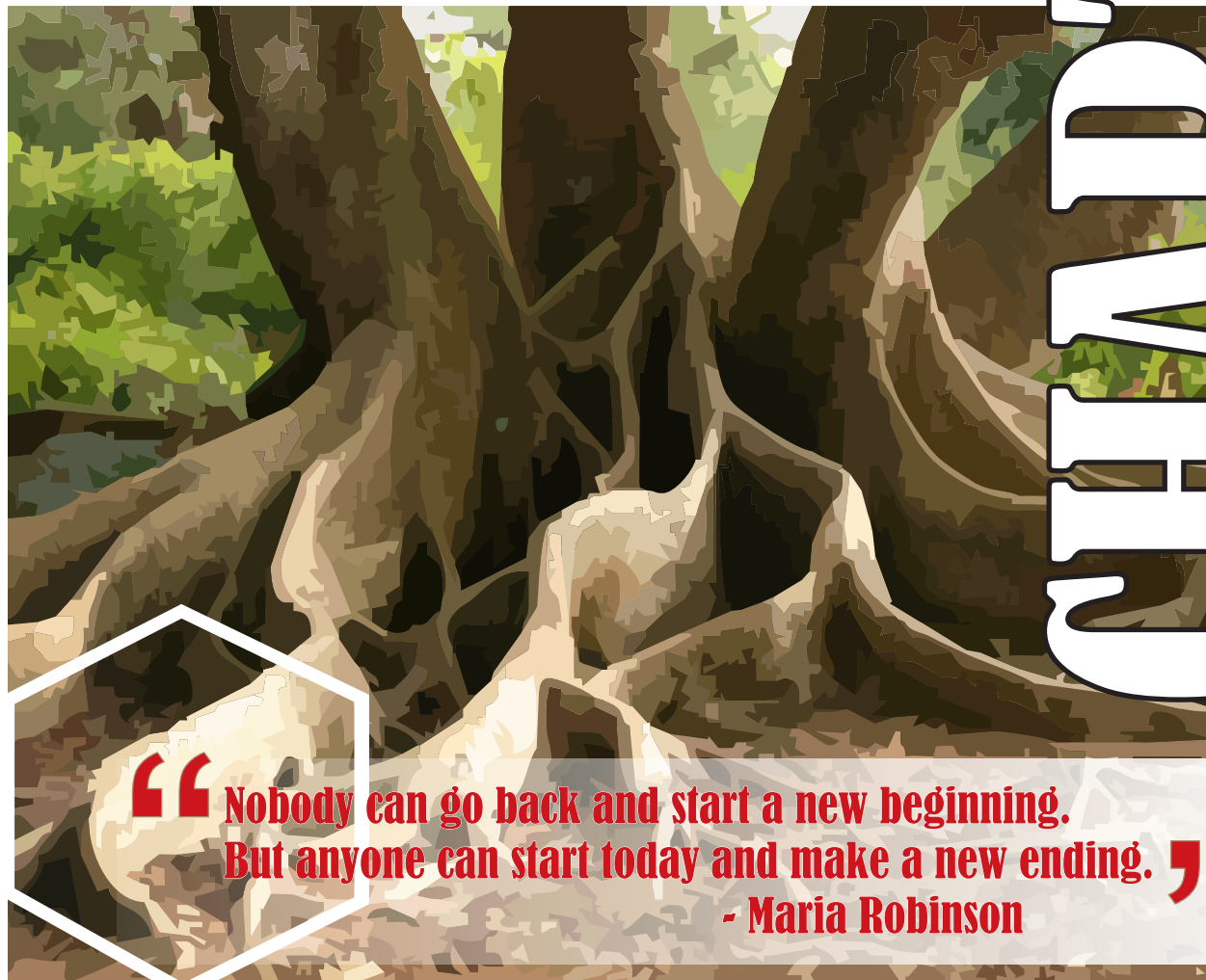
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CHAPTER 13



**“ Nobody can go back and start a new beginning.
But anyone can start today and make a new ending. ”**
- Maria Robinson

Sustaining Your Growth

When we are leaders in our community, we make a lot of new friends and we learn a lot of new things. There are many new opportunities to take advantage of and new ideas to share with others. It can be so inspiring and exhilarating!

But it can also be draining. There seems to be a never-ending need for more time, more work and more resources. It is important that we take care of ourselves and work together to support each other to achieve balance and wellness.

Community change takes time. It is important to reflect on your work and think about how to sustain your commitment for the long term. And, because we are working toward a community where everyone thrives through many generations, we need to also think about how to support the group to be sustainable.

In This Chapter

You will:

- learn about self-care
- discuss ways to celebrate our work and our accomplishments; and
- begin thinking about sustaining the personal and community change that we have achieved.

Key Ideas

Community development is a journey. It is important to take care of yourself and each other, celebrate your accomplishments, and to strive for sustainability.

Self Care

Many families, faiths, and cultures tell us to think of others first. Did you learn this in your family? What is good about this? What is not good?

Community work is work that we do for others. It also has one of the highest burn-out rates of any type of work. It is important to look after yourself first so that you are able to help

others. To be effective leaders and good community developers, we need to be healthy. The medicine wheel shows us that wellness is a balance of all aspects of who we are: physical, emotional, spiritual and intellectual. It is important to pause each day to ask yourself:

- Am I eating healthy food?
- Am I getting enough exercise?
- Am I taking time for family and friends?
- Am I taking time for myself?

The good news is that communities are good places to get balance in your life, especially if you ask for help. You can form walking groups or organize a community kitchen with your friends. You can help each other with childcare or spell each other off when a family member is sick. Together you offer a space where everyone learns and everyone teaches. One community member inspires another, who inspires another. Everyone grows and thrives.

Celebrating Achievements

Sometimes we are just too busy to stop and smell the roses! But in community work, we have been planting seeds and tending the garden for weeks and months. It is important to stop regularly and celebrate what you achieved. Celebrations can be as simple as singing Happy Birthday or as big as a community festival; both are extremely important. They are like shining an extra bit of sunshine on individuals and groups that are growing.

A celebration can be a time to honour the gifts of individuals and groups. What happens when we honour people? How have you felt honoured? What are some ways to honour yourself, other community members, organizations and the community as a whole?

As we build celebration into our community work, we see that we don't always need a lot of extra resources to honour people. What is most important is that the celebration is:

- true to the community that is celebrating
- creative about bringing together people and their ideas
- fun for the people who are being celebrated; and
- respectful of the culture and traditions of the community.

But making sure there is food is always a good idea!

Resilience and Sustainability

As we take care of ourselves and celebrate our work together, we become more resilient as individuals and as groups.

A person or a community is resilient if they are able to survive, adapt, bounce back, and move forward in a good way. This means that they are able to:

- meet their own basic needs and the basic needs of their community
- adapt to changes that are occurring in their lives or in the world around them
- deal with things that could harm them or others in their community
- think positively when the going gets tough
- think creatively; and
- build on strengths to transform their community in ways that go with their collective vision.

So when a group of people work together to achieve a common goal, no one person can do the work perfectly, or at least not for long. But together we can endure and we CAN change the world!

New Words

Burnout What happens to our bodies and our minds when we work too hard and have too much stress.

Resilient A resilient person adapts to change and bounces back after a hard time.

Affirmations Positive messages we give to ourselves and others.

Touchstone Something that reminds you of something important.

Workshop Activities

1. Create a Personal Touchstone

This exercise gives participants a chance to choose an affirmation for themselves and others to practice the following week.

To prepare for the exercise, bring a selection of smooth light colored rocks and a collection of permanent colored pens.

Invite participants to brainstorm some affirmations that they can give themselves or others. Write these down on a flipchart. Invite participants to notice the most important word in each affirmation: love, strong, beautiful, or special.

Invite them to choose a rock and one word they could build affirmations on for the week. They can decorate a rock with the word and different colored pens. This is their touchstone. Invite them to write four affirmations in their journal using the word they have printed on their rock.

Encourage them to place this rock in a place where they will see it and to try to use the word each day on themselves and on their family members in as many situations as possible.

The following week, ask them to talk about how that worked for them.

2. Borrow the Wisdom of our Elders

Around the world, elders give us teachings about balance. Many of these teachings are sayings or proverbs that remind us to be realistic and choose a kind attitude towards ourselves and others. Print out the sayings below and ask each person in the group to choose one that would help them with stress this week.

Accept the weather as it is and people the way they are. *Haitian Proverb*

Life shrinks or expands in proportion to one's courage. *Anais Nin*

We are too busy mopping the floor to turn off the faucet. *Unknown*

Take rest; a field that has rested gives a bountiful crop. *~Ovid*

A single arrow is easily broken, but not ten in a bundle. *Japanese Proverb*

None of us is as smart as all of us. *Ken Blanchard*

Worry is like a rocking chair – it gives you something to do but won't get you anywhere.
Unknown

For fast-acting relief, try slowing down. ~*Lily Tomlin*

Compassion for others begins with kindness to ourselves. *Pema Chodron*

Tension is who you think you should be. Relaxation is who you are. *Chinese Proverb*

Be yourself. Everyone else is taken. *Oscar Wilde*

A person is a person because of other people. *Sotho and Zulu Proverb*

Every new moment is a place you've never been. *Unknown*

Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect. *Chief Seattle*

3. Celebrate Your Efforts

Celebrating along the journey shows appreciation for the everyday efforts that contribute to positive community change. Most of us need practice at this, so this is a great activity for getting started.

1. Give everyone a piece of paper and ask each person to write down one thing they would like a “pat on the back” for this week. Everyone should sign their name on their paper. It could be anything: got out of bed on a rainy day, finished a task, came to class, volunteered somewhere, got out for some exercise, said no to someone, made a difficult phone call, etc
2. Collect all the papers and put them in a big bowl or basket. Then get everyone to pick one (not their own) and get ready to make a toast to the person picked.

Toast Script

I would like to make a toast to _____. This week, s/he _____

(Optional) I would like to add that _____

Here's to _____!

Example

I would like to make a toast to Shawna. This week, she came in early to class and did all the photocopying and hole-punching for the handouts for the group. I would like to add that Shawna is always helpful and that we really appreciate her.

Here's to SHAWNA!

When everyone is ready with their toasts, hand out juice and cups and start the toasts.

4. Do a Guided Relaxation Together

There are many ways to do guided relaxation. One way is to bring the group together. Invite everyone to sit comfortably with hands on their lap, back straight and feet firmly on the ground. Ask them to close their eyes. while you gently read them a relaxation script. There are many places you can get relaxation scripts, including: <http://www.innerhealthstudio.com/self-esteem-relaxation.html>:

5. Writing Together - Celebrate Awesome

There are many places to get relaxation scripts including: "The Book of Awesome." The author, Neil Pasricha, says it is "a high five for humanity and a big celebration for life's little moments."¹¹ How about creating a 'high five' for your community by creating a Community Book of Awesome?

Write in your journal each day for a few weeks about those awesome moments, those "Oh wow" moments, those perfect moments in every day that you notice in your community. Some examples are:

1

Pasricha, Neil. 2010 The Book of Awesome. New York: Amy Findhorn Books.

- You are part of a community project where you meet regularly to share experiences and plan activities together. One participant asks if she can bring her mother who has dementia and can't be left alone. When her mother comes, she brings her harmonica and plays for the group and shares stories of her experiences. Another participant brings her father who is visiting from her home country. Her father is an accomplished traditional musician and teaches the group beautiful Latin music. Who would have thought such gifts would come to you on that day?
- You are volunteering with a group of street-involved women. They come to your program to get food, a shower and a safe place to be. Often they are tired and sometimes they are irritable. You don't always know what sort of things you can do to inspire their interest and build their confidence. One day a participant, who is one of the most vulnerable women in the community, asks you to read a book of poetry to her. She listens carefully and her face softens. She tells you that she loves poetry and could she come next week to do the same.

After a few weeks, compile all participant stories in a Community Book of Awesome. Print it up and share it with each other. Add some photos of awesome moments. Consider giving it as a gift to your Board of Directors.

6. Researching on Your Own

There are many beautiful inspiring stories online. Sometimes people send them to us in email, sometimes we find them on our own. Go online and find an inspiring story and send it to a friend. Some examples are: www.youtube.com/watch_popup?v=gXDMoiEkyuQ&vq=medium and <http://1000awesomethings.com/>

7. Reading on Your Own

A Story of Leadership Honoured - Nomination Speech by Instructor Lucy Alderson

Each year, Capilano University, Community Development and Outreach Department, with outreach programs through British Columbia's Lower Mainland and Coastal regions, honors learning in the workplace. They do this through the Rob Wedel Award, a bursary set up in honour of Rob, a Capilano instructor who believed passionately in, and worked hard to promote, workplace education. In 2012, Capilano gave the award to two volunteer workers who participated in their 'volunteer' workplace education program: Volunteer Connections.

Volunteer Connections is a course designed and offered by Capilano University that assists

community volunteers to gain the essential skills necessary to take on further leadership roles within their own organizations. This course led to the development of this manual. As the course was offered and this manual developed, Capilano worked with many committed organizations and inspiring volunteers.

In 2011, Capilano University was offered a great opportunity to partner with WATARI Youth, Family and Community Services, a Vancouver non-profit organizations that addictions counseling and family support in the Downtown Eastside. This partnership involved working with Ingrid de Cruz Mendes and Byron Cruz, two long time community developers with the Latin American community to develop a Community Leadership Training Program for the Latin American program at WATARI. When the program was offered, many volunteers learned a lot and offered great ideas and hard work. But two people stood out for their leadership skills: Maria Vitalina Flores and Wilian Molina.

So when it came time for the university to nominate someone for the 2012 Rob Wedel Award, Maria and Wil topped the list. There are three reasons why these two people were nominated.

Firstly, they participated wholeheartedly in the course, attending all the sessions, reading background material, even grilling our field trip speakers with questions.

Secondly, they both demonstrated that they wanted to develop their community leadership skills during the course. They pushed themselves to facilitate activities, present material from their project groups, take risks in the group, and offer their own vision for improving the community.

Thirdly, they demonstrated another kind of leadership during the program; the behind the scenes kind of leadership that is about helping the whole group to move forward. For example, Wil helped to transport participants to our various field trip sites in his car and he translated some of our intense discussions so that the nuances of our Spanish/English discussions would be clear. Vitalina saved the day during our 2 day retreat. When our cook did not show up for the course retreat, Vitalina stepped into the role of chef and coordinator of all the meals. It would have been a different course without these two people and we owe them a lot.

Wil and Vitalina are clear examples of how two generations in one family can work together for positive community change. Congratulations to Wil and Vitalina, two outstanding community volunteers, for your achievement in receiving the Rob Wedel Award!

Our Learning -

Lucy and Kathy's Reflections

Making this manual has been an extraordinary learning process for everyone. Here, two Capilano faculty members who worked with community groups to prepare this manual (Kathy Coyne (left) and Lucy Alderson (right) reflect on what they learned.



Authors Kathy Coyne (left) and Lucy Alderson.

Lucy's Reflections

I have been working with community groups for over 25 years and I am always inspired by what is possible when we put our energy together. This manual is dear to my heart because I work every day as a literacy worker in Vancouver's Downtown Eastside. I see that people and community organizations are the real social safety net.

People think that the Downtown Eastside is the bottom. It's true that residents face many challenges. But the Downtown Eastside is also the best at many things – resistance, creativity, kinship, generosity, and resourcefulness. In the Carnegie Learning Centre alone, we operate with more than 8,400 hours of volunteer time each year. Many of our volunteers started as learners, and many have gone on to sit on community boards, act in theatrical presentations, become peer researchers, create garden and food projects, and actively defend the common resources of the community like housing. *Everything Present in the Seed* is the belief that

we are all capable of contributing to positive community development. We are all part of the solution and the solution starts here.

The manual is infused with the wisdom and energy of our Neighbourhood House partners, our colleagues, and the volunteer participants who helped to pilot the curriculum. It's been an amazing three years of working together to create these materials. We hope the manual is useful and inspiring to you. We can't wait to see what you do with it!

Kathy's Reflections

The idea that 'everything is present in the seed' is so basic but so meaningful and revolutionary. Every day we are told that we need experts to do things and that we need to have or be more than we are. This project taught me something different.

We learn in community work that the best answers are within us and within our community. So why can't we just change the world today? I think it is because we have a societal lack of confidence. Marianne Williamson tells us that:

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

Healthy communities create the space for your 'light' to shine or for your 'seeds' to grow. As someone who has worked in community development all my adult life, I have often been asked to be the expert and I am sometimes tempted to behave like I am one. But I know from experience that YOU are the real experts and that the change we all want is only possible when the people who are most affected by community issues have the skills and power to create their future.

This manual presents different processes to help build individual and community confidence, to help us know our own light and share it with others. The world we want for our children and grandchildren can only come about when everyone's contribution is engaged.



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