



COMMUNITY LEADERSHIP

*A Guide for Leadership Development of
Ethnocultural Members*

Hieu Van Ngo

Prepared for the

Coalition for Equal Access to Education

COMMUNITY LEADERSHIP

*A Guide for Leadership Development of
Ethnocultural Members*

Hieu Van Ngo

Coalition for Equal Access to Education

Copyright © 2009 Coalition for Equal Access to Education
Published by the Coalition for Equal Access to Education
Address: Suite 202, 8 Parkdale Cres NW, Calgary, AB, T2N 3T8
Phone: 403-261-5939
Email: ceae@telus.net
Website: www.eslaction.com

This Guide, or portions of this Guide, may be reproduced for use. However, we ask that credit be given to the author and the Coalition for Equal Access to Education. It is not intended to be used for profit.

Suggested citation:

Ngo, H. V. (2009). *Community Leadership: A Guide for Leadership Development of Ethnocultural Members*. Calgary, AB: Coalition for Equal Access to Education.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTIONS

SEMINAR #1: INTRODUCTIONS, WORLDVIEWS AND COMMUNITY PROCESS

SEMINAR #2: IDENTITY, PUBLIC SPEAKING AND MEDIA RELATIONS

SEMINAR #3: CIVIC PARTICIPATION, ADVOCACY AND INFLUENCING PUBLIC POLICY

SEMINAR #4: POWER AND CONFLICT RESOLUTION

SEMINAR #5: SOCIAL JUSTICE, FORMING AND MANAGING A NON-PROFIT ORGANIZATION

SEMINAR #6: SUSTAINABILITY AND ORGANIZATIONAL PLANNING

SEMINAR #7: ETHICS IN LEADERSHIP AND FUND DEVELOPMENT

SEMINAR #8: COMMUNITY MENTORSHIP AND PARTNERSHIP DEVELOPMENT

SEMINAR #9: INTERGENERATIONAL RELATIONSHIPS AND PROJECT DEVELOPMENT

SEMINAR #10: ACCOUNTABILITY AND PROJECT EVALUATION

SEMINAR #11: COMMUNITY RESILIENCE AND FUNDING PROPOSAL WRITING

SEMINAR #12: COMMITMENT AND LEADERSHIP ACTION PLAN DEVELOPMENT

ACKNOWLEDGEMENTS

We wish to acknowledge the ethnocultural members who have walked their journeys toward empowerment and community leadership. Their insights and suggestions have enriched this leadership curriculum. We further acknowledge our funders and community leaders for sharing our vision, and for their thoughtful support.

Funders

Alberta Human Rights, Citizenship and Multiculturalism Education Fund

United Way of Calgary and Area

The Calgary Foundation

Editor

Beth Chatten

Design, Layout and Production

John, Breeze, UPS

Thank you for your support and contributions.

This publication was made possible by funding from the Alberta Human Rights, Citizenship and Multiculturalism Education Fund, the United Way of Calgary and Area, and the Calgary Foundation.



INTRODUCTION

Community leadership plays an important role in a vibrant civil society. It encourages civic participation, promotes community viability and sustainability, and fosters a deep sense of connection of citizens to the land and to other community members. In a multicultural Canadian society, community leadership is strengthened by the diversity of worldviews, knowledge, wisdom, life experience, and ways of living.

Across the country, Canadians have increasingly taken action to build their communities. They initiate and organize collective efforts to address community issues, participate in clubs and associations of interest, volunteer to support diverse causes, and engage in a wide range of civic activities. Still, many Canadians have yet to experience a deep sense of connection to their communities, and to feel confident to offer their visions and talents. Many ethnocultural members, in particular, have faced various personal and institutional barriers in their journeys toward community leadership. Research has shown that ethnocultural members generally have lower rates of participation in groups or organizations and civic activities. They are under-represented in decision making processes that impact their lives.

This resource, *Community Leadership- A Guide for Leadership Development of Ethnocultural Members*, offers a coherent, empowering curriculum to support ethnocultural members to step up, to influence, to contribute, and to initiate positive changes in their communities. It focuses on critical dialogues about issues relevant to community leadership and the socio-political realities facing ethnocultural members, connections to positive role models of diverse cultural and socioeconomic backgrounds, and development of practical skills in the areas of community organization and mobilization, organizational management and project management. Grounded in the tradition of liberatory education¹, our curriculum promotes a facilitative approach to training with emphases on critical dialogue, individual and collective empowerment, integration of life experiences and prior learning, knowledge building, and experiential learning.

Community leadership is an infinite journey. This Guide, therefore, is not meant to be the sole focus of community leadership development. Rather, it serves as a basic foundation for an ongoing, integrative process toward community leadership. In addition to the training, we recommend that there are individualized supports available to ethnocultural members in their community leadership journeys, including community mentorship (such as connecting emerging ethnocultural leaders to established community leaders), access to leadership opportunities, and technical support for their implementation of community initiatives.

¹ For in-depth discussion and examples of liberatory education, please refer to Freire, P (1970), *Pedagogy of the Oppressed*; Friere, P. (1974), *Education for Critical Consciousness*; Adams, F. & Horton, M. (1975), *Unearthing Seeds of Fire*; Reason, P. & Bradbury, H. (2006), *Handbook of Action Research*.

SEMINAR#1

WORLDVIEWS

COMMUNITY PROCESS

Objectives

- To critically examine diverse worldviews and their roles in shaping leadership philosophies.
- To connect participants to positive role models.
- To support participants to develop practical skills related to community development.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Introductions and group building activities;
- Guest speaker(s);
- Critical dialogue: Worldviews and leadership;
- Skills development: Community process; and
- Wrap-up.

Suggested Resources

Games and Activities

Boal, A. (1992). *Games for actors and non-actors*. London: Routledge.

Diamond, D. (2007). *Theatre for living: The arts and science of community-based dialogue*. Vancouver: Trafford Publishing.

Leadership Philosophy

DuPree, M. (1997). *Leading without power: Finding hope in serving community*. San Francisco, CA: Jossey-Bass Publishers.

Poulter, J. (2005). Integrating theory and practice: A new heuristic paradigm for social work practice. *Australian Social Work*, 58(2), 199-212.

Spears, L (Ed.) (1997). *Insights on leadership*. Westfield, IN: John Wiley & Sons, Inc.

Community Process

Dobson, C. (2003). *The citizen's handbook: Building communities*. Vancouver: Vancouver Citizen's Committee. Available at http://www.communitybuilders.ro/library/manuals/the-citizens-handbook-by-charles-dobson/at_download/file

- Frank, L. & Smith, A. (1999). *The Community development handbook: A tool to build community capacity*. Ottawa: Human Resources and Development Canada.
- Kretzmann, P. J., McKnight, L. J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago: ACTA Publications.
- Rothman, J. (1995). Approaches to community intervention. In J. Rothman, J. L. Erlich & J. E. Tropman (eds.), *Strategies of community intervention: Macro practice* (p. 26-63). Itasca, Illinois: F. E. Peacock Publisher.
- Smith, E. S., Pynch, T. & Lizardi, O. A. (1993). Participatory action research for health. *World Health Forum*, 14, pp.319-324.

Details

1. Introductions and group building- 20 minutes
 - Welcome and introductions.
 - Overview of seminar #1.
 - What are you passionate about?
 - Why is it important that we step up to assume leadership roles in our community?
 - Warm up activities.

2. Guest speaker(s)- 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

3. Break- 15 minutes

4. Critical dialogue: Worldviews and leadership – 45 minutes
 - What are our worldviews? How have our worldviews been shaped?
 - Why is it important that we examine our worldviews and their roles in community leadership?
 - In viewing community issues, what are our basic assumptions about (1) the nature of human beings?, and (2) the nature of society?
 - How would our worldviews affect our understanding about community issues and our proposed solutions?

5. Skills development: Community process- 50 minutes
 - Introduce participants to community development process.
 - Invite participants to work in small groups to use a community development process to address their selected community issues.

6. Wrap-up - 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#2

IDENTITY

PUBLIC SPEAKING AND MEDIA RELATIONS

Objectives

- To facilitate positive personal and collective empowerment through critical examination of identities as ethnocultural members.
- To connect participants to positive role models.
- To support participants to develop practical skills related to public speaking and media and public relations.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Identities;
- Skills development: Public speaking and media relations; and
- Wrap-up.

Suggested Resources

Identity

Arnold, R., James, C., Martin, D. & Thomas, B. (1991). *Educating for a change*. Toronto, ON: Between the Lines.

Freire, P. (1972). *Pedagogy of the oppressed*. London: Penguin.

Mullaly, B. (2002). *Challenging oppression*. Don Mills: Oxford University Press.

Matusak, L. (1996). *Finding Your Voice: Learning to Lead...Anywhere You Want To Make A Difference*. San Francisco, CA: Jossey Bass Publishers.

Public Speaking

Beebe, A. S. & Beebe, A. S. (1997). *Public speaking: An audience-centered approach*. Boston: Allyn & Bacon.

Staneart, D. (2005). *Fearless presentations*. Fort Worth, TX: Bookman Publishing.

Media and Public Relations

Feinglass, A. (2005). *The public relations handbook for non-profits: A comprehensive and practical guide*. San Francisco, CA: Jossey Bass Publishers.

Fennelly, C. (2008). *Managing the media: A guide for activists*. Washington, DC: The Community for Creative Non-violence. Available online at <http://www.tenant.net/Organize/media.html#I5>

FAIR (2008). *FAIR's media kit*. New York: FAIR. Available online at <http://www.fair.org/index.php?page=119>

Online Resources

<http://www.leadersinstitute.com/self-help-articles.html>

<http://www.mindtools.com/CommSkill/PublicSpeaking.htm>

[http://ftp.ianr.unl.edu/2008%20Leadeship%20Curriculum/ARIZONA%20GRASSROOTS%20LEADERSHIP%20\(ACT%202\)/Unit%207%20-%20Overview%20-%20Public%20Speaking.pdf](http://ftp.ianr.unl.edu/2008%20Leadeship%20Curriculum/ARIZONA%20GRASSROOTS%20LEADERSHIP%20(ACT%202)/Unit%207%20-%20Overview%20-%20Public%20Speaking.pdf)

<http://www.pertinent.com/articles/publicity/index.asp>

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Identity – 45 minutes
 - How do you define your identity? How has your sense of identity been developed?
 - What are the roles of race, ethnicity, language, religion, family, social class, age, education, ability, relationship to the natural world, geographical origin, and sexual orientation in the development of your sense of identity?
 - How are you privileged because of your identity? What challenges do you have to overcome due to your identity?
 - How would our sense of identity impact our work as leaders in the community?

5. Break- 15 minutes

6. Skills development: Public speaking and media/public relations - 60 minutes

- Share with participants effective strategies for public speaking and media/public relations.
- Invite participants to select a community issue of interest, and practice their public speaking skills with their peers.
- Invite participants to work in small groups to prepare and practice a press release or a press conference.
- Report key points of discussion to the large group.

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#3

CIVIC PARTICIPATION

ADVOCACY AND INFLUENCING PUBLIC POLICY

Objectives

- To examine civic participation among ethnocultural members.
- To connect participants to positive role models.
- To support participants to develop practical skills related to advocacy and influencing public policy.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Civic participation of ethnocultural members;
- Skills development: Advocacy and influencing public policy; and
- Wrap-up.

Suggested Resources

Civic Participation

Statistics Canada (2003). *Ethnic diversity survey: Portrait of a multicultural society*. Ottawa: Ministry of Industry. Catalogue no. 89-593-XIE.

Black, J. H. & Hicks, M. B. (2006). The views of the under-represented: Visible minority candidates on electoral democracy in Canada. *Electoral Insights*, 8(2).

Cooper, M. (2007). *Pathway for change: Facilitating the full civic engagement of diversity groups in Canadian society*. Calgary, AB: Government of Alberta.

Elliott, J. L. & Fleras, A. (1996). *Unequal relations: An introduction to race and ethnic dynamics in Canada*. Scarborough, ON: Prentice-Hall Canada.

Maxwell, J. (2006). *Looking down the road: Leadership for Canada's changing communities*. Ottawa, ON: Community Foundation of Canada.

Reitz, J. G. & Banerjee, R. (2007). Diversity, inequality and the cohesion of Canadian society: Research findings and policy implications. In K. Banting, T. J. Courchene & F. L. Seidle (Eds.), *Belonging? Diversity, recognition and shared citizenship in Canada* (pp.489-545). Montreal, QC: Institute for Research on Public Policy.

Advocacy and Influencing Public Policy

Barndt, D. (1989). *Naming the moment: Political analysis for action, a manual for community groups*.

Toronto: Jusuit Centre for Social Faith and Justice.

Brahm, B. & Griffiths, E. (2009). *Mobilizing the community*. Cleveland, OH: Ohio State

University. Available at <http://ohioline.osu.edu/bc-fact/0010.html>.

Bishop, A. (2005). *Becoming an ally: Breaking the cycles of oppression in people*. Halifax, NS:

Fernwood Publishing.

Dodd, J. B. & Boyd, M. H. (2000). *Capacity building: Linking community experience to public policy*.

Halifax, NS: Health Canada, Population and Public Health Branch, Atlantic Regional Office.

Lopez, T. & Thomas, B. (2006). *Dancing on live embers*. Toronto: Between the Lines.

National Anti-racism Council of Canada (2004). *Promoting newcomer civic engagement: the role of umbrella organizations in social citizenship*. Ottawa: Author.

Online Resources

Advocacy and Leadership Centre: <http://www.iscvt.org>

Canadian Race Relations Foundation: <http://www.crr.ca>

Maytree Foundation: <http://www.maytree.com>

Details

1. Open dialogue- 10 minutes

- What is on your mind these days?
- What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s)- 40 minutes

- Speaker(s) to share their experience as community leader(s).
- Invite participants to ask follow-up questions.

4. Critical dialogue: Civic participation of ethnocultural members – 45 minutes

- What is civic participation?
- Why is it important that ethnocultural members achieve full, equitable civic engagement?
- What are the personal and institutional barriers to full civic engagement of ethnocultural community members?
- What would facilitate full, equitable civic engagement of ethnocultural community members.

5. Break- 15 minutes

6. Skills development: Advocacy/ Influencing Public policy - 60 minutes
 - Share with participants relevant frameworks, processes and strategies for effective advocacy and influencing public policy.
 - Invite participants to work in small groups to (1) select a community issue of interest, (2) suggest an advocacy framework and process, as well as strategies to address the identified issue.
 - Report key points of discussion to the large group.

7. Wrap-up- 10 minutes
 - Closing circle - Invite participants to take turns to reflect on their experience in this seminar.
 - Preview of the next seminar.

SEMINAR#4

POWER

CONFLICT RESOLUTION

Objectives

- To engage participants in critical dialogue on oppression, power and empowerment.
- To connect participants to positive role models.
- To support participants to develop practical skills related to conflict resolution.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Power
- Skills development: Conflict resolution; and
- Wrap-up.

Suggested Resources

Oppression, Power & Empowerment

Banging, K., Courchene, T. J. & Seidle, F. L. (Eds.), *Belonging? Diversity, recognition and shared citizenship in Canada*. Montreal, QC: Institute for Research on Public Policy.

Bishop, A. (2005). *Becoming an ally: Breaking the cycles of oppression in people*. Halifax, NS: Fernwood Publishing.

Duetsch, M. (2006). A framework for thinking about oppression and its change. *Social Justice Research*, 19(1), 7-41.

Elliott, J. L. & Fleras, A. (1996). *Unequal relations: An introduction to race and ethnic dynamics in Canada*. Scarborough, ON: Prentice-Hall Canada.

Miller, J. & Garran, A. M. (2007). The web of institutional racism. *College Studies in Social Work*, 77(1), 33-67.

Mullaly, B. (2002). *Challenging oppression*. Don Mills: Oxford University Press.

Conflict Resolution

Chrislip, D. D.& Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders make a difference*. San Francisco, CA: Jossey-Bass Publishers.

Conflict Resolution Network (2009). *Conflict resolution skills: 12 skills summary*. Chatswood, NSW: Author.

- Conflict Resolution Network (2009). *Fighting fair guide*. Chatswood, NSW: Author.
- Cornelius, H., Faire, S. & Cornelius, E. (2006). *Everyone can win: Responding to conflict constructively*. Sydney: Simon & Schuster.
- Creighton, J. L. (1992). *Involving citizens in community decision making: A guidebook*. Washington DC: Program for Community Problem Solving.
- Crowfoot, J. E., & Wondolleck, M. L. (1990). *Environmental disputes: Community involvement in conflict resolution*. Washington, DC: Island Press.
- Duffy, K. G., Grosch, J. W. & Olczak, P. V. (Eds.) (1991). *Community mediation: A handbook for practitioners and researchers*. New York: Guilford Publications.
- Dukes, E. F. (1990). Understanding community dispute resolution. *Mediation Quarterly* 8(1), pp.27-38l.
- Dukes, E. F. (1996). *Resolving public conflict: Transforming community and governance*. New York: Manchester University Press.

Online Resources

Conflict Resolution Network: <http://www.crnhq.org>

Peacemakers Trust: <http://www.peacemakers.ca/resources/community.html>

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Oppression, power and empowerment – 45 minutes
 - What is oppression? What are various forms of oppression?
 - Are ethnocultural members oppressed? How?
 - What dynamics are involved in oppression? How does oppression impact people?
 - What are your critical insights about your personal experience as related to oppression, power and privilege?
 - What makes people powerful? What has made you powerful?
 - Is power inherently bad?
 - How can we empower ethnocultural members?

5. Break- 15 minutes

6. Skills development: Conflict resolution - 60 minutes

- Share with participants relevant frameworks, processes and strategies for effective conflict resolution.
- Invite participants to work in small groups to (1) share and select an issue that has caused conflict in their community, (2) apply processes and suggest strategies to address the identified community conflict.
- Present and discuss key points of discussion to the large group.

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#5

SOCIAL JUSTICE

FORMING AND MANAGING A NON-PROFIT ORGANIZATION

Objectives

- To engage participants in critical dialogue on social justice.
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills to start a community organization.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Sustainability in community efforts;
- Skills development: Starting an organization; and
- Wrap-up.

Suggested Resources

Starting an Organization

Chauvin, M. (2003). *Effective organizations: A consultant's resource*. Halifax: Chauvin Resource Development.

MacLeod, F. (1986). *Forming and Managing a Non-Profit Organization in Canada*. Vancouver, BC: International Self-Counsel Press.

Taylor, C. (2004). *Guide for successful group*. Calgary: Calgary Foundation. Available on-line at http://www.thecalgaryfoundation.org/pdf/CF_GuideSG_v2screen.pdf

Online Resources

Alberta Culture and Community Spirit: <http://culture.alberta.ca/bdp/default.aspx>

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>

Charity Village: www.charityvillage.ca

CentrePoint: http://www.thecentrepoint.ca/resources/centre_links.html

The Community Tool Box: <http://ctb.ku.edu/en/>

Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>

Volunteer Calgary: <http://library.volunteercalgary.ab.ca:5678/ics-wpd/quicksearch.aspx>

Wild Rose Foundation: <http://www.wildrosefoundation.ca/publications.aspx>

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?
2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.
4. Critical dialogue: Social justice – 45 minutes
 - What is social justice? Why is it relevant to our community?
 - How can we promote social justice in our community?
5. Break- 15 minutes
6. Skills development: Forming a non-profit organization- 60 minutes
 - Invite participants to identify an opportunity that call for ethnocultural communities to work together to form a community-based non-profit organization.
 - Facilitate a planning process to form and manage an organization, which may include the following:
 - Develop a sound rationale for forming an organization;
 - Develop name, values, vision, mission;
 - Register the organization;
 - Decide on the organizational structure;
 - Determine organizational functions; and
 - Consider legal issues involved in forming and managing an organization.
7. Wrap-up- 10 minutes
 - Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
 - Preview of the next seminar.

SEMINAR#6

SUSTAINABILITY

STRATEGIC PLANNING

Objectives

- To engage participants in critical dialogue on sustainability in community efforts.
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills related to organizational planning.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Sustainability in community efforts;
- Skills development: Strategic planning; and
- Wrap-up.

Suggested Resources

Strategic Planning

Bryson, J. (2004). *Strategic planning for public and non-profit organizations: a guide to strengthening and sustaining organizational achievement*. San Francisco, CA: John Wiley and Sons.

Chauvin, M. (2003). *Effective organizations: A consultant's resource*. Halifax: Chauvin Resource Development.

Kaye, J. (2005). *Strategic planning for non-profit organizations: A practical guide and workbook*. New Jersey: CompassPoint Non-profit Services.

McNamara, C. (2008). *Strategic planning (in non-profit or for-profit organizations)*. Available at http://managementhelp.org/plan_dec/str_plan/str_plan.htm

McKay, G. M. (2001). *Strategic planning: A ten step guide*. Available on line at http://siteresources.worldbank.org/INTAFRREGTOPEIA/Resources/mosaica_10_steps.pdf

MacLeod, F. (1986). *Forming and Managing a Non-Profit Organization in Canada*. Vancouver, BC: International Self-Counsel Press.

Taylor, C. (2004). *Guide for successful groups*. Calgary: Calgary Foundation. Available on-line at http://www.thecalgaryfoundation.org/pdf/CF_GuideSG_v2screen.pdf

Online Resources

Alberta Culture and Community Spirit: <http://culture.alberta.ca/bdp/default.aspx>

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>

Charity Village: www.charityvillage.ca

CentrePoint: http://www.thecentrepoint.ca/resources/centre_links.html

The Community Tool Box: <http://ctb.ku.edu/en/>

Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>

Service Alberta: http://www.servicealberta.gov.ab.ca/Charitable_Organizations.cfm

Volunteer Calgary: <http://library.volunteercalgary.ab.ca:5678/ics-wpd/quicksearch.aspx>

Wild Rose Foundation: <http://www.wildrosefoundation.ca/publications.aspx>

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Sustainability in community work – 45 minutes
 - Why is it important to promote sustainability in community work?
 - What are the challenges in building sustainability in community work?
 - What would contribute to sustainability in community work?

5. Break- 15 minutes

6. Skills development: Strategic planning- 60 minutes
 - Invite participants to focus on a community organization that some members have been supporting.
 - Facilitate a strategic planning process, which may include the following:
 - Prepare for the planning process (planning committee, planning approach, facilitator, time, location, agenda, costs, etc.)
 - Carry out an environmental scan (Political, Economic, Social and Technological or PEST analysis, and Strengths, Weaknesses, Opportunities and Threats or SWOT analysis).
 - Define or review the organization's values, community vision, and mission.
 - Define a shared vision for the organization

- Where do we want to be in 3 to 5 years?
- Describe the organization in 5 years, in terms of program, resources, status, relationships, institutional development, governance, target area, target population, budget, etc.
- Develop a series of goals which describe the organization in a specified number of years
- Agree upon key strategies to reach the goals and address key issues identified through the environmental scan.
- Develop an action plan that addresses goals and specifies objectives and work plans on an annual basis (goals, objectives, activities, input, timeline).
- Finalize a written strategic plan that summarizes the results and decisions of the strategic planning process.
- Build in procedures for monitoring, and for modifying strategies based on changes in the external environment or the organization.

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#7

ETHICS IN LEADERSHIP

FUND DEVELOPMENT

Objectives

- To engage participants in critical dialogue on ethics in leadership.
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills related to fund development.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Ethics in leadership;
- Skills development: Fund development; and
- Wrap-up.

Suggested Resources

Ethics in Leadership

Ciulla, B. J. (1998). *Ethics, the heart of leadership*. West Port, CT: Greenwood Publishing Group.

Hanen, M., Barber, A. & Hadley, J. (2001). *Beyond cynicism: Toward ethics in leadership*. Calgary: The Sheldon Chumir Foundation.

Price, T. (2008). *Leadership ethics*. Cambridge: Cambridge University Press.

Fund Development

Center Point (2009). *Fund development plan template*. Available at

<http://thecentrepoint.ca/FDPlus/resources/library/fund-development-plan-template>

Fitzgerald, A. (2002). *Systems for fundraising success*. Washing, DC: The Heritage Foundation.

Available at <http://www.heritage.org/About/Community/fundraising.cfm>

Hera Society (2004). *2004 Strategic plan for fund development*. This sample fund development

plan is available on line at [http://thecentrepoint.ca/FDPlus/resources/library/fund-](http://thecentrepoint.ca/FDPlus/resources/library/fund-development-plan-template/Hera%20Society%20Development%20Plan%20-%20Final%20%28May%2026%29.pdf)

[development-plan-template/Hera%20Society%20Development%20Plan%20-](http://thecentrepoint.ca/FDPlus/resources/library/fund-development-plan-template/Hera%20Society%20Development%20Plan%20-%20Final%20%28May%2026%29.pdf)

[%20Final%20%28May%2026%29.pdf](http://thecentrepoint.ca/FDPlus/resources/library/fund-development-plan-template/Hera%20Society%20Development%20Plan%20-%20Final%20%28May%2026%29.pdf)

Imagine Canada (2009). *Ethical code handbook*. Toronto: Imagine Canada. Available at http://www.imaginecanada.ca/files/en/ethicalcode/updated_ethical_code_october_2007.pdf

MacLeod, F. (1986). *Forming and Managing a Non-Profit Organization in Canada*. Vancouver, BC: International Self-Counsel Press.

Taylor, C. (2004). *Guide for successful groups*. Calgary: Calgary Foundation. Available on-line at http://www.thecalgaryfoundation.org/pdf/CF_GuideSG_v2screen.pdf

Online Resources

Sheldon Chumir Ethics Foundation for Ethics in Leadership:

<http://www.chumirethicsfoundation.ca>

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>

Charity Village: www.charityvillage.ca

CentrePoint: http://www.thecentrepoint.ca/resources/centre_links.html

The Community Tool Box: <http://ctb.ku.edu/en/>

Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s)- 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Ethics in leadership – 45 minutes
 - What is ethics?
 - What are some issues affecting ethical leadership in our community?
 - How do ethics impact the decision making process?
 - How can we promote ethics in leadership?

5. Break- 15 minutes

6. Skills development: Fund Development- 60 minutes
 - Ask participants to select an organization that they are involved or familiar with.
 - Facilitate a mock planning process for fund development
 - Critically examine fundraising history and sources of revenues.
 - Examine programs and services and organizational needs.

- Critically examine organizational ability for fundraising.
- Articulate organizational needs and priorities; funding goals, objectives and timelines.
- Research various prospects for fundraising (foundations, businesses and organizations, individuals, employee funds, governments, sponsorships, collaborative opportunities, and other community fundraising activities).
- Develop fundraising strategies (annual campaign, major gifts, sponsorships, planned giving, grant writing, etc.).
- Develop marketing and communication strategies.
- Allocate adequate resources (staff, volunteers, facilities, budget, etc.) to implement fund development plan.
- Evaluate and revise fund development plan.

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#8

COMMUNITY MENTORSHIP PARTNERSHIP DEVELOPMENT

Objectives

- To engage participants in critical dialogue on community mentorship
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills related to partnership development.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Mentorship;
- Skills development: Partnership development; and
- Wrap-up.

Suggested Resources

Community Mentorship

Classen, L & Williams, T. (2009). *Building youth mentoring programs*. Available at

http://ctb.ku.edu/tools/chapter_1022.htm

Canadian Coalition for Global Health Research (2007). *Mentorship series*. Available online at

http://ctb.ku.edu/tools/documents/Mentoring_Module1_e_IntrotoMentorship.pdf;

http://ctb.ku.edu/tools/documents/Mentoring_Module2_e_CompetencyinMentorship.pdf;

http://ctb.ku.edu/en/tablecontents/documents/Mentoring_Module3_e_WhyMentorship.pdf;

http://ctb.ku.edu/tools/documents/Mentoring_Module4_e_CaseStudiesinMentorship.pdf;

http://ctb.ku.edu/tools/documents/Mentoring_Module5_e_BuildingaMentorshipProgram.pdf

Clutterbuck, D. (2001). *Everyone needs a mentor*. London: CIPD Publishing.

Freedman, M. (1993). *The kindness of strangers: Adult mentors, urban youth, and the new volunteerism*. San Francisco, CA: Jossey-Bass Publishers.

Lawrie, J. (1987). How to establish a mentoring program. *Training and Development Journal*, 41(3), 25-27.

Miller, A. (2002). *Mentoring students and young people: A handbook of effective practice*. New York: Routledge.

Partnership Development

Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people*. Halifax: Fernwood.

Community Tool Box (2009). *Creating and maintaining coalitions and partnerships*. Available online at <http://ctb.ku.edu/en/dothework/tools tk 1.htm>

Rabinowitz, P. & Wolff, T. (2009). *Coalition building*. Available online at <http://ctb.ku.edu/en/tablecontents/sub section main 1057.htm>

Online Resources

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>

Charity Village: www.charityvillage.ca

The Community Tool Box: <http://ctb.ku.edu/en/>

Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Community mentorship – 45 minutes
 - Why is it important to cultivate and promote community mentorship?
 - How can we cultivate and promote community mentorship?
 - What do we need to take into consideration in our efforts to promote community mentorships in working with culturally diverse communities?

5. Break- 15 minutes

6. Skills development: Partnership Development- 60 minutes
 - Ask participants to identify a community issue that would require partnership and coalition building
 - Facilitate a mock process for partnership/coalition building
 - What is the issue? Why is a partnership/coalition needed to address the issue?
What are the common purposes or goals?
 - Who should we involve in the partnership/coalition?
 - Plan and formalize the partnership/coalition

- What is the vision and mission of the partnership/coalition?
- What are the goals, objectives and key outcomes of the partnership/coalition?
- What are the activities involved in the partnership/coalition? How will responsibilities be shared? What are the roles of various partners/coalition members?
- What resources are needed?
- What structures do we need to function as partners? What are the terms of reference?
- How do we coordinate communication among partners?
- How do we maintain the momentum of the partnership/coalition?

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#9

INTERGENERATIONAL RELATIONSHIPS

PROJECT DEVELOPMENT

Objectives

- To engage participants in critical dialogue on intergenerational relationships.
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills related to project development.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Intergenerational relationships;
- Skills development: Project development; and
- Wrap-up.

Suggested Resources

Intergenerational Collaboration

Hale, R. J. (2004). *A contextualized model for cross-cultural leadership*. Available at

http://www.regent.edu/acad/global/publications/sl_proceedings/2004/hale_contextualized_model.pdf

MacCallum, J., Palmer, D., Wright, P., Cumming-Potvin, W., Northcote, J., Brooker, M. & Tero, C. (2006). *Community building through intergenerational exchange programs*. Sydney: National Youth Affairs Research Scheme. Available at

http://www.dest.gov.au/NR/rdonlyres/210E5059-26F5-4927-A2AE-6A021872986F/21841/community_building.pdf

Phelan, J. D. (2005). Crossing the generations: Learning to lead across the leadership life cycle. *Community College Journal of Research and Practice*, 29(9+10), pp. 783-792.

Phinney, S. J., Ong, A. & Madden, T. (2000). Cultural values and intergenerational value discrepancies and non-immigrant families. *Child Development* 71(2), pp. 528-539.

Project Development

LeBlanc, M. (2009). *Project development process*. Montreal, QB: Ministère de l'Éducation.

Available at

<http://www.mels.gouv.qc.ca/ecoilemontrealaise/pdf/cahierinstrumentalanglais.pdf>

McNamara, C. (2008). *Basic guide to non-profit program design and marketing*. Available at

http://www.managementhelp.org/prog_mng/np_progs.htm

Online Resources

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>

Charity Village: www.charityvillage.ca

Free Management Library: http://www.managementhelp.org/prog_mng/np_progs.htm

International Project Management Association: <http://www.ipma.ch/Pages/default.aspx>

Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>

The Community Tool Box: <http://ctb.ku.edu/en/>

Wikipedia: http://en.wikipedia.org/wiki/Project_management

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Intergenerational relationships – 45 minutes
 - What are our experiences in working intergenerationally in the community?
 - How have experiences of various generations shaped their attitudes and behaviours?
 - How do we promote intergenerational understanding and collaboration?
 - How do we address intergenerational gaps?

5. Break- 15 minutes

6. Skills development: Project development - 60 minutes
 - Ask participants to identify a community issue that would require interventions
 - Facilitate a mock process for project development
 - What are the needs that we need to address (identification of needs)?
 - Why do we want to take action (analysis of current situation)?

- What should we take action on (development of objectives)?
- How do we want to carry out action (action plan)?
- What resources do we need (resources)?

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#10

ACCOUNTABILITY

PROJECT EVALUATION

Objectives

- To engage participants in critical dialogue on accountability.
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills related to project evaluation.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Accountability;
- Skills development: Project evaluation; and
- Wrap-up.

Suggested Resources

Accountability

Cutt, J. & Murray, V. V. (2002). *Accountability and effectiveness evaluation in non-profit organizations*. New York: Routledge. Available for viewing at

<http://books.google.com/books?id=MFcXIAzgrogC&printsec=frontcover>

Kraines, A. G. (2002). Accountability leadership. *The Systems Thinker*, 13(10), pp.1-5.

http://www.peoplefit.com.au/files/pfa_accountability_leadership_gerald_kraines.pdf

Roxburgh, I (2008). *Next steps for local democracy: Leadership, accountability and partnership*. London: New Local Government Network.

Project Evaluation

Cox, P., Kozak, S., Griep, L. & Moffat, L (2002). Splash and ripples: Using outcomes to design and guide community work. Calgary: Plan:Net Limited. Available at http://www.hc-sc.gc.ca/ahc-asc/alt_formats/pacrb-dgapcr/pdf/finance/contribution/splash-ricochet-eng.pdf

McNamara, C. (2008). *Basic guide to program evaluation*. Available at http://www.managementhelp.org/evaluatn/fnl_eval.htm

Plantz, M., Greenway, T. M. & Hendricks, M. (1997). Outcome measurement: Showing results in the non-profit sector. *New Directions for Program Evaluation*, 75, 15-30.

Zarinpoush, F. (2006). *Project evaluation guide for non-profit organizations*. Toronto: Imagine Canada. Available at http://non-profitscan.imaginecanada.ca/files/en/misc/projectguide_final.pdf

Online Resources

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>

Charity Village: www.charityvillage.ca

Free Management Library: http://www.managementhelp.org/prog_mng/np_progs.htm

International Project Management Association: <http://www.ipma.ch/Pages/default.aspx>

Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>

The Community Tool Box: <http://ctb.ku.edu/en/>

Details

1. Open dialogue - 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Accountability – 45 minutes
 - What is accountability? Why is it important in community leadership?
 - What are the challenges in promoting accountability in community leadership?
 - How can we promote accountability in community leadership?

5. Break- 15 minutes

6. Skills development: Project evaluation - 60 minutes
 - Ask participants to identify a community project they have been involved in
 - Facilitate a mock process for project evaluation
 - What are the priorities of the project?
 - What resources do we need to create the results we seek?
 - What activities do we do to create the change we seek?
 - What are the desired outputs of those activities?
 - What are the desired outcomes for those activities?
 - What are the long term impacts?
 - What are the indicators of success?

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#11

COMMUNITY RESILIENCE

FUNDING PROPOSAL WRITING

Objectives

- To engage participants in critical dialogue on hope and community resilience.
- To connect participants to positive role models.
- To support participants to develop practical knowledge and skills related to development of a funding proposal.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Community resilience;
- Skills development: funding proposal; and
- Wrap-up.

Suggested Resources

Community Resilience

Canadian Centre for Community Renewal (2009). *The community resilience manual*. Victoria, BC:

Author. Available at <http://www.cedworks.com/files/pdf/free/MW100410.pdf>

DuPree, M. (1990). *Leading without power: Finding hope in serving community*. San Francisco: Jossey-Bass Publishers.

Lear, J. (2006). *Radical hope: Ethics in the face of cultural devastation*. Cambridge: Harvard University Press.

Funding Proposal

Carlson, M. (2002). *Winning grants: Step by step*. San Francisco: Jossey-Bass.

Carter, C. (2003). *How to write a grant proposal*. New Jersey: John Wiley & Sons Inc.

Non-profit Guides (2009). *Grant writing tools for non-profit organizations*. Seattle: Author. Available at <http://www.npguides.org/guide/index.html>

Orosz, J. (2000). *The insider's guide to grant making: How foundations find, fund, and manage effective programs*. San Francisco: Jossey-Bass.

Online Resources

Canadian Non-profit Library Network: <http://non-profitscan.imaginecanada.ca/en/>
 Charity Village: www.charityvillage.ca
 Community Futures Alberta: http://www.cfna.ca/cfna/public/proposal_writing.php
 Free Management Library: http://www.managementhelp.org/prog_mng/np_progs.htm
 Non-profit Guides: http://www.npguides.org/guide/sample_proposals.htm
 Non-profit and Philanthropy Resource Library: <http://www.npgoodpractice.org/Default.aspx>
 The Community Tool Box: <http://ctb.ku.edu/en/>
 Wikipedia: http://en.wikipedia.org/wiki/Project_management

Details

1. Open dialogue - 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?

2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).
 - Invite participants to ask follow-up questions.

4. Critical dialogue: Community resilience - 45 minutes
 - What is community resilience? What is so important about community resilience?
 - What makes a community resilient? What are the characteristics of a resilient community?
 - How can we cultivate and maintain hope in our work in the community?

5. Break- 15 minutes

6. Skills development: Funding proposal - 60 minutes
 - Ask participants to identify a community issue that would require interventions
 - Facilitate a mock process for writing a funding application
 - What is the specific situation, opportunity, problem, issue or need that the proposal addresses (Needs assessment)?
 - What are the proposed outcomes and accomplishments in measurable terms? How do they match the funder's interests (Program goals and objectives)?
 - What are the proposed strategies and activities in order to achieve the proposed outcomes and accomplishments (Methodology)?
 - What is the plan to evaluate the program or project (Evaluation)?
 - What resources do you need to carry out the proposed activities (Budget)?
 - Why is your organization in a good position to do the project (Qualifications)?

- How do you ensure sustainability of the project?

7. Wrap-up- 10 minutes

- Closing circle- Invite participants to take turns to reflect on their experience in this seminar.
- Preview of the next seminar.

SEMINAR#12

COMMITMENT

ACTION PLAN DEVELOPMENT

Objectives

- To engage participants in critical dialogue on authentic, deep commitment to community leadership.
- To connect participants to positive role models.
- To support participants to develop their individual and collective plans to be community leaders.

Seminar Overview

This seminar will require 3 hours. The structure and suggested time for the seminar are as follows:

- Open dialogue;
- Guest speaker(s);
- Critical dialogue: Commitment;
- Skills development: Leadership action plan; and
- Wrap-up.

Suggested Resources

Commitment and Leadership

DuPree, M. (1990). *Leading without power: Finding hope in serving community*. San Francisco: Jossey-Bass Publishers.

Lear, J. (2006). *Radical hope: Ethics in the face of cultural devastation*. Cambridge: Harvard University Press.

Spears, C. L. (1998). *Insights on leadership: Service, stewardship, spirit and servant leadership*. New Jersey: John Wiley & Sons Inc.

Details

1. Open dialogue- 10 minutes
 - What is on your mind these days?
 - What do you find invigorating or discouraging in your involvement in the community?
2. Guest speaker(s) - 40 minutes
 - Speaker(s) to share their experience as community leader(s).

- Invite participants to ask follow-up questions.
4. Critical dialogue: Commitment to community leadership - 45 minutes
 - Why is it important to embrace and promote commitment to community leadership?
 - What is it like to be a committed community leader?
 - What does it take to be a committed community leader?
 - How can we promote commitment to community leadership?
 5. Break - 15 minutes
 6. Development of community leadership action plan - 40 minutes
 - Facilitate a mock process for action plan development
 - What community issue(s) are you passionate about?
 - What is *your* mission statement?
 - What are your goals in your journey as a community leader?
 - What actions will you take to work toward your goals?
 - How will you work with others?
 - What support will you need from others?
 7. Wrap-up - 30 minutes
 - Closing circle- Invite participants to take turns to reflect on their experience in the leadership program.
 8. Celebration