



POWERFUL FAMILIES: LEADERSHIP IN FAMILY AND COMMUNITY SETTINGS

Toolkit

Developed for:

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Seattle, Washington**

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Los Angeles, California
December 2006**



Key Learning Objectives:

- Develop A Working Definition Of Leadership
- Identify Cultural Aspects Of Leadership
- List Leaders That Are Known And Respected By Participants
- Identify Traits Or Skills That Respected Leaders Exhibit

The first session in Leadership in Family and Community Settings focuses on identifying what leadership is and what skills leaders use to effect change. Every individual has leadership potential and every community has its own history of leaders. Identifying one's own leadership skills and the leaders in the community is the first step in becoming an effective leader.

Key Questions to Ask:

- ❖ Who are the leaders in my community?
- ❖ What skills do they have?
- ❖ What makes the leaders in my community different from each other?
- ❖ What leadership skills do I have?
- ❖ How am I a leader in my community?

Leadership involves doing what you can with the resources you have. Folklore from the Aztecs shows how people can do the best they can with what they have.

"It is said by our Grandparents that a long time ago there was a great fire in the forests that covered the earth. People and animals started to run, trying to escape the fire. Our brother owl, Tecolotl, was running away when he noticed a small bird hurrying back and forth between the nearest river and the fire. He headed towards this small bird.

He noticed that it was our brother the Quetzal bird, Quetzaltotl, running to the river, picking up small drops of water in his beak, and then returning to the fire to throw that tiny bit of water on the flame. Owl approached Quetzal bird and yelled at him: "What are you doing brother? Are you stupid? You are not going to achieve anything by doing this. What are you trying to do? You must run for your life!"

Quetzal bird stopped for a moment and looked at owl, and then answered: "I am doing the best I can with what I have."

Leaders in my community:

1. _____
2. _____
3. _____

Traits that leaders in my community have that are similar to Quetzal Bird:

1. _____
2. _____
3. _____

Traits that are different from Quetzal Bird in the leaders in my community:

1. _____
2. _____
3. _____

Leadership skills that I have:

1. _____
2. _____
3. _____


Leadership skills I want to develop:

1. _____
2. _____
3. _____

Stories in my community that demonstrate what leaders do:

My definition of leadership is:

2 LEADERSHIP IN FAMILY AND COMMUNITY SETTINGS

A line drawing illustration of a family consisting of a man, a woman, and two children standing in front of a two-story house with a chimney. The man is on the right, the woman is in the center, and two children are on the left. The house has several windows and a chimney on the roof.

Key Learning Objectives:

- Examine opportunities for leadership in family settings
- Practice leadership skills in family settings
- List neighborhood or community settings to develop leadership
- Discuss leadership opportunities available to participants

This session focuses on the opportunities for family members to use leadership skills in both the home and community. Participants identify ways that skills can be given and practiced by younger family members.

Children acquire leadership skills from modeling the skills of those around them. Family and community members can help children acquire these skills by providing time and conversation to help children talk through potential conflicts or goals.

Teaching children leadership skills require:

- ❖ A designated time where full attention can be given
- ❖ Clear idea of what skills are beneficial
- ❖ Support from other family and community members
- ❖ Opportunities to practice skills

Sharing our leadership skills require that we are active listeners and clear communicators.

Leadership skills I am actively teaching my child(ren):

1. _____
2. _____
3. _____

Leadership skills I want to develop so I can teach them to my child(ren):

1. _____
2. _____
3. _____

The best time for me to talk to my child(ren) about the importance of leadership is:

Family or community members who support me developing leadership skills in my child(ren):

1. _____
2. _____
3. _____
4. _____

Leadership skills can be practiced in family and community groups. We learned the various types of groups in the Advocacy in Action workshops. Understanding what type of group we are involved in allows us to identify the leadership skills necessary to make the group work well.

Types of Groups

- A. In social groups, we practice talking in a friendly manner: telling jokes, complimenting each other's style of dress, and making one another feel included.
- B. In discussion groups, we practice how to ask questions and actively listen to other points of view. We discuss issues important to our lives without having to be experts. We agree and disagree without becoming angry.
- C. In education groups, there is usually an expert who has in-depth knowledge about a topic; we focus our attention on the speaker, take notes, ask questions and keep our minds open to new information.
- D. A support group consists of peers who share common concerns and help each other cope or improve. In these groups we practice active listening and empathy and also how not to judge or advise.
- E. In task groups, we learn how to develop and carry out plans that contribute to fulfilling goals. We learn cooperation and leadership skills as well. Task groups often involve long-term commitments.

Think About: Developing Leadership through Community Events and Organizations

Community Event/ Organization	Who Participates	Leadership skills that are needed in this setting
1.		
2.		
3.		

3 IT TAKES A VILLAGE TO RAISE A CHILD



Key Learning Objectives:

- Identify community problems that threaten child well-being.
- List ways that policies influence problems in communities.
- Draw distinctions among the different ways in which problems are addressed in different communities.
- Develop a basic understanding of policy advocacy in underserved communities

This session helps participants analyze their communities and define the elements of a “village of hope” – a place where we all want to live. To live in hope, we need to know policies that can improve conditions in communities and ways to influence these policies through advocacy.

Neighborhoods and communities should be safe for children to learn and grow. Every community has to work to ensure that the environment is safe for the children who live in it. Community leaders help make safe environments by being aware of the hazards and working to change them. Those who are successful know what they want and do not want in their communities and engage all community members to help make a “village of hope.”

Hazards in my neighborhood	Policies that influence these hazards

*When you do nothing, you feel overwhelmed and powerless.
But when you get involved, you feel the sense of hope and accomplishment
that comes from knowing you are working to make things better.*

--Pauline R. Kezer

Hopes for my neighborhood:

Ways to make my hopes for my neighborhood a reality:

One way I can get other people involved in making my hopes a reality is:

Creating a “village of hope” starts with family. Families with homes that are full of hope expect communities that are the same.

- ❖ Is your home a “village of hope?”
- ❖ Are there conditions in your home that need to be addressed?
- ❖ Who is responsible for making the changes?

Conditions in my home that need improvement	Ways to improve conditions in my home



Key Learning Objectives:

- Identify leadership actions.
- Identify beginning, mid-level and advanced levels of leadership.
- Analyze and assess various leadership experiences.
- Determine how to move from one level up to a higher level of leadership.

Leadership often begins in our personal lives. We learn to advocate for ourselves and loved ones using leadership skills such as active listening, good communication and resourcefulness. Each time we act as leaders we gain more experience, allowing us to become a more effective leader.

Three levels of leadership:

High-level leaders initiate projects and are exceptionally prepared for leadership roles.

Intermediate-level leaders are motivated and active participants in an organization and are ready for higher-level leadership roles.

Beginning-level leaders are waiting for opportunities to be leaders. They are aware of the issues and want to be involved but are not sure how to do so.

<u>High Level Leadership</u>	<u>Intermediate Level</u>	<u>Beginning Level</u>
Develop vision	Actively recruit others	Join
Chair meetings	Take notes	Make flyers/calls
Make speeches	Lead discussions	Write letters
Testify at hearings	Write testimony	Attend hearings
Engage public officials	Write letters	Circulate petitions
Speak to the press	Write press release	Provide quotes

Periodically leaders evaluate their level and look for opportunities to grow.

Based on my personal assessment I am a _____ leader.

I do/can exercise my leadership potential by _____

in my community. An opportunity that could allow me to grow as a leader would be

Leaders, regardless of their level, are concerned about the issues in their communities and discuss these issues with other concerned members. Leaders learn about these issues through various sources like other neighbors, community newsletters, the local news or community organizations.

One issue in my community that I can get involved in and use my leadership skills to make a difference is _____ .

Resources in my community to find out information about issues:

Organization	Contact Person	Telephone
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Organization	Contact Person	Telephone
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Organization	Contact Person	Telephone
--------------	----------------	-----------

Organization	Contact Person	Telephone
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Organization	Contact Person	Telephone
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Key Learning Objectives:

- Identify issues of concern in your neighborhood.
- List issues that make us mad.
- Define policy advocacy and how it works to change conditions.
- Describe what kinds of groups work on policy issues.



This session focuses on how to choose organizations and causes. Every cause is important. But a leader must decide which cause and organization is the right one to join. Force Field Analysis is one strategy to help decide if joining an organization will be a good use of "time, talent and treasures." A Force Field Analysis looks at the reasons for (pro) and reasons against (con) joining an organization or cause.

Organizations that can effectively initiate change in a community have the resources necessary. Those resources include people, funds, leadership and respect of the community. For example, an organization may be great for solving issues around housing but not for childcare. For an organization or cause to be effective, it must have the strengths or capacity needed to successfully complete its goals.

Issue	Organization	Pro-Reasons For	Con-Reasons Against
1.			
2.			

Families are also like organizations. We learned in the advocacy workshop that before advocating we must know the following:

- ❖ The best person to advocate for the given situation
- ❖ A realistic goal; be clear about what you want to achieve
- ❖ An understanding of what needs to be done to reach your goal
- ❖ Supportive people inside the system in which you are advocating

These could all be considered possible pros or cons. For example, if we cannot think of others who support us, that would be a con; if we know exactly the end goal we want to achieve that would be a pro.

Families should also list the pros and cons of an issue before making a decision to use a family's resources to address the issue. Listing the pros and the cons can help families use their "time, talent, and treasures" more effectively.

- ❖ Should we order cable?
- ❖ Should the younger members of the family have jobs?
- ❖ Should we plan a family vacation during spring break?
- ❖ Should we sign our children up for the local sports team?

Choose one family issue and write the reasons for or reasons against using the family's resources to address the issue.

Example: Javier wants to join the local baseball team

<u>Pros</u>	<u>Cons</u>
Learn team skills	Someone would have to drop him off and pick him up
Javier will be active	Cost is expensive
Family can support Javier by going to games	Baseball is three days a week
Javier can practice his leadership skills	

6 POLICY ADVOCACY AND LEADERSHIP



Key Learning Objectives:

- Define policy advocacy.
- Identify policies that affect our lives.
- Determine how community residents can influence policies.
- Examine leadership skills associated with policy advocacy.

Policy affects every aspect of our lives: work, school, food, shelter and places we visit. Our ability to affect the policies that impact our lives comes from our democratic right to vote. Our vote decides who will hold public office and what laws will be passed. In addition to voting, we can use our leadership skills to effect change.

Policy advocacy is similar to self-advocacy. Both forms of advocacy require us to understand systems and be able to work with and support others. Together, members of a community can use their influence and advocacy skills to change policies that have a negative impact on their community.

POLICY ADVOCACY AND ME:

I do now:

Know how to contact elected officials in my community:

Vote in every election:

Learn about issues:

Discuss issues with family and neighbors:

Attend meetings:

Voice my opinion:

Help organizations working to improve the Community:

Raise money and other resources for local organizations:

Teach my children how to resolve conflicts:

Work to keep my home and neighborhood safe and peaceful:

List other ways to become an effective policy advocate:

I need to do regularly:



Key Learning Objectives:

- Identify ways of looking at the bigger picture of policy advocacy.
- Practice how to plot positions on a power grid.
- List problems faced by advocates in policy settings.
- Identify skills needed to increase influence at the community level.

Influence is the capacity or power of persons or things to be a compelling force on or produce effects on actions, behavior or opinions. Policy changes require the support of those in the community who have influence. It may not be possible for every person of influence to support a cause, but it is important to have enough people of influence supporting the cause.

Identifying people of influence, or stakeholders, is the first step in creating a plan for support. Developing a strategy for those stakeholders to use their influence to support your issue is the next step. This session focuses on how to determine persons of influence and how to gain more influence to affect policy.

Key questions to ask in identifying persons of influence:

- ❖ Who is a key stakeholder in our community involved in this issue?
- ❖ What is the best way to approach persons of influence?
- ❖ In what ways do we want these people to use their influence?
- ❖ How many persons of influence are needed to support the cause?
- ❖ What new relationships need developing before asking for support?
- ❖ Who are those opposed to giving support?

Community Concern	Key Stakeholders	Strategies to Engage Key Stakeholders

8 COMMUNITY ORGANIZING



Key Learning Objectives:

- Explain how community organizing strengthens families.
- Examine ways to involve families in community building efforts.
- Identify barriers that may prevent families from involvement.
- Develop strategies to reduce barriers to participation.

Community organizing has been a successful way to address community concerns and change policies. Organizing can help communities break barriers that restrict involvement from community members.

Community organizations can be structured in several ways. The structure of the organization depends on its end goal. Creating a community organization requires understanding the leadership skills necessary to successfully address an issue.

There are three main organizational techniques:

Committee/Task Force: A group of people who form to address a specific issue. The power of the group comes from the organization that sponsors it. The group uses negotiation, legal strategies and/or brokering to achieve its goals.

Mutual Support Group: A group of people who have first-hand knowledge of the problem and are most affected by it. Members of the group need emotional support to cope effectively with their situation. The group uses a combination of methods to achieve its goals.

Power-Based Organizations: A membership organization that intends to become a powerful force to address issues that affects its members. The organization has a formal structure, raises money, maintains an operational base and seeks political power. The group seeks to empower its members by forming alliances and coalitions with other powerful organizations.

You may have already had contact with the various types of community organizations that use these community-organizing techniques. List examples of organizations you know of that use the following techniques.

Power-Based _____

Mutual-Support _____

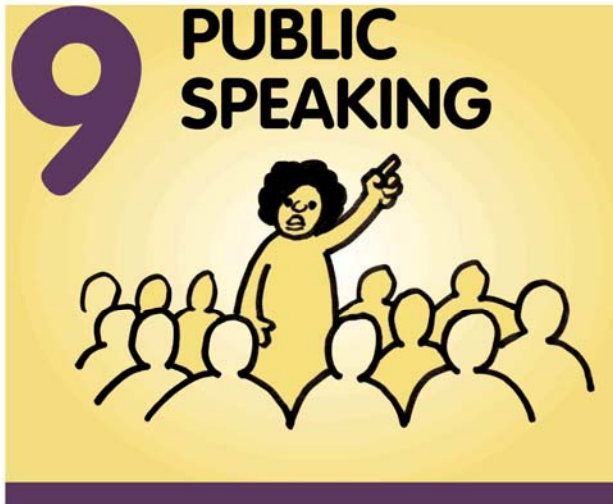
Committee/Task Force _____

Organizations are supported by the leadership skills of its members. Leadership is the key to success. An organization must know what tasks to complete and who is best suited to complete the tasks. Community organizations should ask the following questions when planning:

- ❖ Who will plan and manage meetings?
- ❖ Is fundraising a part of the plan?
- ❖ How will we recruit new members?
- ❖ Where will we hold meetings?
- ❖ How will the public learn about our cause?

In each of the different groups, it is important to think about the leadership skills necessary for the group to successfully meet its goals. Knowing the needs of the organization also allows its members to get involved in ways that best uses their skills. Many communities provide leadership training for residents; will you seek out an opportunity to learn new leadership skills?

Families also need strong leaders. Families work well as a task group when the skills of each family member are used to the benefit of the whole group. Will you seek ways to learn leadership skills to strengthen the capacity of your family?



Key Learning Objectives:

- Ways to overcome nervousness in public speaking situations.
- List characteristics of good speakers.
- Identify forms of public speaking; compare skills required for each.
- Demonstrate and critique public speaking skills.

As advocates, public speaking is necessary to inform others, persuade public officials and to present ideas to the community. Sharing information helps members of a community work together to create a “village of hope.”

Public speaking requires the speaker to share his or her personal view and concern for the community. It involves more than just the words spoken. Body language, the organization of information and tone all affect how listeners will respond to the speaker.

Strategies for becoming a better public speaker:

- ✓ Avoid memorizing material. Instead, learn key words that will help convey your line of thought. Make a list of talking points.
- ✓ Avoid talking without planning. Speakers who try to speak off the top of their head can sound unknowledgeable or unsure of the facts. Use index cards with key facts and ideas you want to share.
- ✓ Maintain eye contact and good body posture. Listeners pick up on body language; body movements that are distracting can divert the attention from the speaker’s concerns. However, an effective gesture can help make the point.
- ✓ Practice speaking within a time limit. Often there will be a limited amount of time to share your concerns. Learning succinctness can help a speaker in time-sensitive situations.
- ✓ Create a connection to the lives of those you are supporting. It is important that the speaker lets the listeners know that the issue is affecting real people.
- ✓ Keep emotions balanced. Showing too much emotion can cause a speaker to seem irrational.



Key Learning Objectives:

- Understand the importance of grassroots fundraising to policy advocacy work
- Identify basic methods to raise funds
- Practice developing a simple budget to raise funds

Grassroots fundraising is a way for communities to gather resources from within the community. Resources can be monetary, supplies or meeting spaces. Successful fundraising involves planning, creating a budget and a plan for asking community members to contribute.

There are two ways to contribute: in-kind donations and monetary donations.

In-kind contributions are resources that are non-monetary. An agency allowing a group to photocopy free of charge is considered an in-kind donation. Another example is an agency that allows an employee to provide services for free. The employee's salary for that period of time is an in-kind donation.

Monetary Contributions are resources given in real dollars. These dollars are sometimes given with specifications on how they can be spent.

Grassroots fundraising includes both types of contributions which helps allow every member of a community to make a difference.

Fundraising Checklist

- ✓ Plan for fundraising
- ✓ Leadership to implement plan
- ✓ Budget
- ✓ Potential in-kind contributions
- ✓ Potential monetary contributions
- ✓ System for sharing results to contributors
- ✓ Evaluation of the fundraising attempt

Asking for contributions means asking community members to support your cause. Community members who contribute want to know that their donation made a difference. Planning before asking for contributions can help a group establish credibility. Sharing the success of the fundraising and the use of the resources gained will help keep contributors involved and supportive.

Case Study

Tamara is asking family members and neighbors to donate to her school's fundraiser, which is a spelling bee. Tamara is trying to find people to pledge a certain amount of money for each word spelled correctly, or to volunteer to correct the quizzes the children will take, or count the money raised.

- ❖ What would family members want to know before contributing?
- ❖ What should Tamara share with those who contribute after the spelling bee?
- ❖ How will those who contribute respond if Tamara approaches them in the future?