

**LEADERFUL COMMUNITIES:
A STUDY IN COMMUNITY LEADERSHIP**

by

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B.A. University of Waterloo, 1987

A thesis submitted in partial fulfillment of
the requirements for the degree of

MASTER OF ARTS
in
LEADERSHIP AND TRAINING

We accept this thesis as conforming
to the required standard

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ROYAL ROADS UNIVERSITY

April 2000

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0-612-49202-8

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CHAPTER 1

STUDY BACKGROUND

A. Opening

In 1993, I gathered together 12 people living on social assistance and 12 executive directors of community organizations to plan a project titled Opportunities Planning which would be funded by the Ontario Ministry of Community and Social Services.

Seven years later, Opportunities Planning and a new project, Opportunities 2000, which grew out of Opportunities Planning, was awarded, by the United Nations, the distinction of being one of the top 40 urban development programs of the world in 1998.

Upon receiving this award and after thanking the many organizations and individuals who had helped to make the project a success, I made the following remarks:

For the last 5 years we ran a project called Opportunities Planning. This project was highly successful. It put back to work over 1100 people, most of whom had been out of work for more than three years. This project is today being honored by the United Nations as one of 40 best practices worldwide. We changed our approach from a client-service model to a community development model. We applied every best practice we knew, we were continually learning, changing and growing as an organization to accommodate these learnings and yet... during the life of this project poverty grew in the Waterloo Region by more than 28%. Did we do what we said we would do? Absolutely! Did we do what we intended to do, which was to better our community and increase the quality of life for those most marginalized from our economy?

This last question opened up a lively debate.

B. Introduction/Purpose of this project

The purpose of this action research project is to make recommendations relevant to a community leadership model for Opportunities 2000 in the Waterloo Region. The goal is to sustain Opportunities 2000 beyond December 31, 2000, the official ending date of the originally funded project. During this major project, the researcher will review the community leadership model designed in the first three years of Opportunities 2000 and recommend to the Leadership Roundtable of Opportunities 2000 a model for community leadership to extend the project into a fourth year.

The main questions to be addressed in this study include the following:

What is the fundamental nature of community leadership?

In what ways is community leadership so defined relevant for communities in Canada today?

Additional questions to be considered include the following:

What community leadership model could Opportunities 2000 implement to ensure that its poverty reduction work would continue beyond December 31, 2000?

C. The Problem/Opportunity

The questions being addressed in this project are relevant to an exploration of the kind of leadership that can have a real impact on the problems facing communities today. In the Waterloo Region, a region that is embarking on a multi-sector, poverty-reduction project, the questions could be further refocused in one key question. What kind of community leadership will result in a community without poverty?

This research is significant because poverty is on the rise. The current system is not working. Poverty is growing while unemployment is dropping. Human service organizations are not changing fast enough to meet the changing needs and demographics of those they are trying to help. In this study of community leadership we explore a new way to address community problems in which people find the sources of those problems by learning together and by working collectively. This study will make it possible for the researcher and Opportunities 2000 to explore an approach to social problems that emphasizes community leadership.

Can an organization reduce poverty? Can a community reduce poverty? Is poverty a national or even international problem? The researcher is convinced that projects like Opportunities 2000 can move people out of poverty. A community can take leadership and develop a new infrastructure that seeks to make change.

The Community Opportunities Development Association (CODA), a local development organization in Waterloo Region, launched Opportunities 2000 in 1997. The goal of Opportunities 2000 was to reverse a growing poverty problem (despite excellent economic growth) in the Waterloo Region as well as in Canada. CODA wanted not only to help people move out of poverty but also to engage the entire community in a leadership process that would change the way the Waterloo Region addressed poverty.

To accomplish this end, CODA chose to develop and implement a community-based leadership model that would lead to systemic and sustainable changes in the community. This was in contrast to the service-based model they normally employed. This decision was made as a result of the experience that CODA had with Opportunities Planning, the four-year pilot which preceded Opportunities 2000. In Opportunities Planning, the organization helped more than 1100 people who had been out of the labor force for an average of 36 months and living on welfare find work. During the time frame of this pilot (1993-1997), the poverty rate in the Waterloo Region rose by 28%. This was a paradox for a pilot project that was touted as extremely effective by the funder and all those involved.

Key issues for exploration:

The researcher performed a leadership role in the design, development and delivery of both Opportunities 2000 and Opportunities Planning. The researcher's interest in the study of community leadership arose from problems in implementing these community initiatives. He believes that old mental models need to be challenged and new paradigms embraced by those who wish to respond to growing inequity in society.

1. Community leadership and organizational excellence are not necessarily complimentary.

Recent movements in management emphasize the importance of "continuous-improvement" and the "pursuit of excellence." This striving for improvement and excellence, it is believed, will enable individuals to get more work done with fewer resources and achieve superior results. In time, organizations will be more effective in achieving their purpose.

The pursuit of excellence can no longer be the primary focus of human service organizations that strive to have an impact on poverty in the lives of their clients. They cannot solve the problem by "doing things better." They must base their work on a different question: "Are we doing the right things?" Leading-edge organizations are questioning or at least seeking to go beyond methodologies that emphasize continuous improvement. They are searching for new and more relevant approaches that address root-cause issues.

An exploration of community leadership is necessary as voluntary sector agencies try to determine the right things on which to focus their energies. This is particularly relevant for Opportunities 2000 as it attempts to bring individuals together to learn about the issue and, then, to help organizations change in order to adapt to new learning and new roles. There is increasing pressure for Opportunities 2000 to become a direct service organization. People are becoming strongly oriented to numbers and bottom-line results.

By better understanding its community leadership role, the project can focus on and explain its results to the broader community.

2. The problem of poverty is getting worse.

Progress against poverty in Canada has stalled. Poverty has not declined in the last 20 years. In 1975, 15.4% of all Canadians were considered low income. In 1995, this number had risen to 20% (Battle, 1996). In the Waterloo Region, the number of families with low incomes went up from 10% in 1990 to 12.1% in 1995 (Caledon, 1998, p. 3).

Clearly, the system that is supporting the poor is under stress and needs to change. There is great debate, growing conflict, less action and very little consensus as to the right direction on the issue. Many believe that multiple approaches to leadership are required to address the problem. Yet no one sector at the national level has committed to reducing poverty in Canada. It seems evident that the issue requires a response at the level of community leadership.

In recognizing the need for change, Opportunities 2000 has developed a model that brings leaders from the business community, the voluntary sector, and government together with people living in poverty. They work with each other and learn how to change in order to address the growing poverty problem.

In this study of community leadership, the researcher will attempt to understand better the community leadership model developed by Opportunities 2000 and to suggest ways in which the model can be improved. This will help Opportunities 2000 and hopefully other communities to appreciate the relevance for community leadership in addressing the issue of poverty.

3. Communities need to be more leaderful as they change the way they think about poverty.

The researcher conducted an informal survey of agencies in Waterloo Region focussing on the question: "How does your agency help the poor?" Not one agency stated that its role was to move people out of poverty. On the broader scale, the researcher has failed to identify a single program today in Canada that rewards an organization for moving people out of poverty. Most programs provide support for people living in poverty in an attempt to make their lives better.

The very act of taking leadership in addressing the issue of poverty is significant to this study. By setting a higher standard, a standard that compels programs to address root causes of poverty, we can reduce poverty in Canada. We hope that by developing a new vision for poverty reduction communities can rethink systems and develop new models for poverty reduction.

Opportunities 2000 is attempting to motivate an entire community to search for new ways to deliver programs. In taking a systems approach to poverty reduction, it hopes to change the way things are done now. In this study, the researcher will attempt to gain a better understanding of the methods and systems employed by Opportunities 2000 and, then, to show why a systems approach is more effective than a service-delivery model.

D. Further Impacts/ Significance and Applications of this study

This study can facilitate an in-depth discussion leading to a better understanding of the importance of Opportunities 2000 and suggest means whereby this work can continue beyond December 31, 2000.

Opportunities 2000 has generated a consensus among the partners involved in the project that more can be done about poverty reduction than has been done in the past. More than

50 organizations have joined together under the direction of the Opportunities 2000 leadership roundtable to learn new ways to think about and deal with poverty in the Waterloo Region. Instead of blaming each other for the problem of poverty, individuals from different sectors are now willing to understand and cooperate with each other. The words *they* and *them* have been replaced with such words as *we* and *us*. There is a deeper sense of collectivity in the Waterloo Region because of Opportunities 2000.

Opportunities 2000 is a time-limited intervention. It commenced in 1997 and is projected to end at the close of the year 2000. The primary focus of the partnership was to encourage individuals and organizations representing volunteers, the government, business, and people in poverty to work together to reduce poverty. The secondary focus was to help these partners to learn together, develop projects together, and change the way services for the poor are delivered. In four years, a significant momentum has been built. The question for the leadership roundtable and many of the partners is "how can we continue this work?" The fear is that should the project end in 2000 the partnerships will cease. Will there be a center point around which organizations can rally their ideas and creativity? Without a leadership roundtable, there will be no official body to facilitate the community's desire to exercise leadership on the issue of poverty.

This major project is sponsored by the leadership roundtable (LRT) of Opportunities 2000. In an attempt to develop the most effective leadership structure, the roundtable asked questions such as: What are the key leverage points to maximize impacts? What is leadership and how do we define the "doing" of community leadership? What is the relationship between change and leadership? These questions are becoming increasingly relevant and even pressing as Opportunities 2000 nears the end of its formal mandate (December 31, 2001). In addition, the LRT is asking a broader question: "How can the leadership they have employed so far continue?" This study will provide a foundation for determining the next phase for Opportunities 2000. It will focus on ways the LRT should be designed if it wishes to sustain the present infrastructure and credibility achieved by the project.

E. The Organization

Opportunities 2000 is an innovative, community-based partnership of individuals and organizations representing business, volunteer agencies, government, and people in poverty. The project is a four-year initiative (1997 – 2000) to develop innovative approaches to reducing poverty in the Waterloo Region of southern Ontario. The initiative is sponsored by the Lutherwood Community Opportunities Development Association (Lutherwood-CODA), a non-profit community economic development agency with an outstanding record of success in implementing programs that help reduce poverty and get unemployed people back to work. Funding for this initiative is provided largely by the private sector. It has contributed more than \$1 million to fund operations. The federal government has contributed an additional \$1 million to fund community-based projects. Opportunities 2000 has a significant research and policy partner in the Caledon Institute of Research and Policy located in Ottawa, Ontario.

The vision and mission for Opportunities 2000 is as follows:

We envision the people of Waterloo Region who are living in poverty working with people from all sectors of the community to create opportunities which will reduce the region's poverty rate to the lowest in Canada and in so doing generate learnings and set an example for all Canadians.

The goals of Opportunities 2000 are as follows:

In an attempt to move people out of poverty, the project hopes to assist 2,000 families to improve their social and economic condition by December 31, 2000.

The project hopes to identify and implement the most practical methods for creating employment and income opportunities that can lead people out of poverty.

The project intends to share the lessons and successes learned with other communities across Canada.

The project will introduce changes into organizations and community systems that will sustain the vision of the project beyond December 31, 2000.

In order to achieve these goals Opportunities 2000 is employing mutually reinforcing strategies.

Through community leadership strategies Opportunities 2000 hopes to make poverty reduction an acknowledged public priority across the Waterloo Region. In order to implement this goal, the project has developed a leadership roundtable with representation from four sectors of the community: the voluntary sector, the business sector, government, and people in poverty. Each sector has formed a working group that reports to the leadership roundtable. Each working group commits to representing its sector and to providing leadership in the development of a vision and projects. Each group documents learnings and encourages sector and organizational changes in order to reduce poverty. Each sector is committed to working with other sectors to share learnings and co-operate on projects.

Voluntary sector organizations have been asked to join as formal partners in the project. When they become partners, organizations acknowledge publicly their support for Opportunities 2000 and agree to develop and implement projects that will reduce poverty. As of January, 2000, 34 voluntary organizations had joined the partnership, including United Way agencies in both Kitchener and Cambridge.

As mentioned earlier, the business sector has contributed over \$1 million to Opportunities 2000. Businesses such as the Royal Bank, KPMG, the Chamber of Commerce, Electrohome, and Brock Solutions have appointed senior business leaders to the working group. To date, more than 15 businesses have agreed to work with Opportunities 2000. With support from the United Way of Cambridge and North Dumfries, the Royal Bank, and the Kitchener and Cambridge Chamber of Commerce, two full-time staff have been seconded to Opportunities 2000. These staff will assist in finding opportunities within a minimum of 30 businesses that will have an impact on the lives of more than 500 people living in poverty.

The government sector has been engaged at the federal, provincial, regional and city levels. Senior representatives from each level of government have participated in the working groups. As well, the regional chairman for Waterloo Region sits on the leadership roundtable. The Social Planning Councils from both Cambridge and Kitchener-Waterloo have joined the government working group.

As of January, 2000, the federal government had committed over \$1 million to fund projects within the voluntary sector. The provincial government has committed more than \$250,000 for a project and has seconded a senior staff person one-fifth time. The regional government has seconded two full-time staff to the project and is considering a third. Government is focusing on change in the areas of housing, childcare, taxes, welfare, and transportation.

The people in poverty sector has been slow to start, primarily because the organization felt that rather than stigmatize people in poverty as a separate sector it would integrate people in poverty into the above three sectors. It became evident in late 1998 that this strategy would not work so a fourth sector was organized. Currently, 14 low-income people are meeting regularly under the title of the Community Action Team. As of January, 2000, this group was still defining its mandate and role.

A second strategy employed by Opportunities 2000 was to assist local organizations, businesses, and governments in the development of projects that create new income or employment opportunities for people living in poverty. As of January, 2000, nearly 40 projects had been undertaken. These projects range from a restaurant that employs homeless youth, to a financial savings program which teaches economic literacy to single parents while matching three dollars for every one dollar saved by the participants. A booklet has been produced that highlights exemplary human resource practices which employers can adopt to help people in poverty. And some employers have committed to hiring low-income people as well as increasing wages.

A third strategy is to promote learning and change by providing ongoing seminars and organizing learning circles around specific themes related to poverty. A newsletter is produced two to four times per year and projects are evaluated regularly. The results of these evaluations are disseminated broadly. The Caledon Institute of Social Policy conducts original research into poverty and poverty-reduction strategies and disseminates these findings across Canada through a special publication series and a web site ([www.Opportunities 2000.org](http://www.Opportunities2000.org)). In addition, Caledon has gathered 14 organizations across Canada into a learning consortium that meets electronically monthly around specific issues and annually for a learning conference.

A fourth strategy is relatively new for Opportunities 2000. The project introduces specific changes in partner organizations that will sustain the vision of Opportunities 2000 beyond its current mandate. Several not-for-profit organizations have changed their mission statement because of what they have learned from the partnership. The United Way has expanded its mandate to include programming that will reduce poverty. The Kitchener-Waterloo Chamber of Commerce has made a strategic commitment to poverty reduction as a quality of life issue. Regional government has embarked on a program that emphasizes improvements in the quality of life. Poverty reduction is an important element in this program. The regional health department has begun a new division that will focus on determinants of health; one issue will be the reduction of poverty through employing a community economic development strategy. This strategy will be a key priority in the fourth year of the project.

Opportunities 2000 is a community leadership initiative that builds momentum for change through people who plan together and then agree to partner in the development of projects. Through these projects Opportunities 2000 increases its credibility. As an organization, it is continually learning and growing. Ultimately, it hopes to provide key stakeholders with the resources, the credibility, and the knowledge necessary to bring about change.

CHAPTER 2

LITERATURE REVIEW

Review of Organizational Documents

The following written sources of information have been reviewed to provide a basic understanding of community leadership in Opportunities 2000. They document significant happenings within Opportunities 2000. For the purposes of this study, however, the researcher has focussed on specific references to leadership and community leadership. An analysis of these reports demonstrates that leadership evolved from a centrist activity based on position to more broadly based community action based on function.

A. The Leadership Roundtable Terms of Reference and related reports

The researcher was able to secure two separate documents relating to the envisioned purpose and function of the leadership roundtable (LRT) (attached as Appendix 1). In addition, there have been at least three attempts to focus the work of the leadership roundtable using planning tools. The minutes of the leadership roundtable also provide insight regarding the function and purpose of the roundtable.

In the original Opportunities 2000 project description, presented to key stakeholders in the fundraising stage of the project early in 1997, a section was written entitled, “The Leadership Roundtable – Concept and Practice.” This is the earliest record of the intended work of the roundtable. The paper opens with the following paragraph:

In order to achieve Opportunities 2000’s ambitious goals, CODA and its partners will pursue a strategy of “Leadership” that will focus on creating an enabling environment for poverty reduction efforts. This will be accomplished by expanding the “clout” of CED in the Region using a leadership roundtable composed of influential leaders to educate and mobilize the broader community in support of poverty reduction.

The roundtable was to be composed in the following manner: 40% would be leaders from within the low income community – “people who could voice the experience of being unemployed and living in poverty;” 40% would be selected leaders from the business community with a proven track record for developing opportunities; the remaining 20% would be professionals from other sectors (government, labor, funders) required for their technical skills as well as their influence within and beyond the community.

The key role of the roundtable was to create an enabling environment through the following activities:

- **Education:** Develop an education campaign with a series of ‘lunch and learns’ featuring high powered and inspirational leaders from across North America.
- **Partnership:** Bring people together from various sectors and ensuring collaboration.
- **Strategic Planning.** Focus on simple and effective approaches to poverty reduction.
- **The Development of Projects** entitled “What you can do projects.” Explore simple proactive ideas such as ‘10% for 2000’ that would ask employers to commit to hiring 10% of all new hires, from people living in poverty, during the four years of the project.
- **Systemic Change.** Identify key underlying issues or barriers facing people in poverty and ensure these are changed.

In addition, it was intended that a national roundtable be formed consisting of people with national influence to promote the project across the country. This roundtable was never formed.

The second document relating to the leadership roundtable is the official terms of reference adopted in 1997. The intent is similar to that of the paper outlined above, but there are some significant differences. The document is more formal and procedural. The leadership roundtable is presented as a board of directors rather than a catalyst for social change. Five roles are described for the roundtable as follows:

- raising awareness and creating leadership commitment for poverty reduction in the region,
- focusing on regional poverty reduction efforts,
- developing and taking responsibility for innovative projects,
- linking with others, and
- management.

Meetings of about two hours each would be held bi-monthly. The stated agenda would be learning together and planning.

In a subsequent report, it is noted that 12 members had been recruited representing mainly community leaders and business leaders. It seems that the project had difficulty recruiting people living on low incomes so a special campaign was launched for such recruitment (see Appendix 2).

It is clear from reviewing the earlier minutes of the LRT that the roundtable did spend significant time learning and talking about poverty. By July, 1998, both staff and roundtable members were getting impatient, however, and wanted to deal more with concrete actions coming out of a planning process (see staff memos in Appendix 3). It was believed that smaller working groups could be more focused so four committees were established to address the need for more action. These committees, formed by January, 1999, dealt with a) Community and Corporate Citizenship, b) Education and Marketing, c) Evaluation, Policy and Research, and d) Community Projects.

Also in January, 1999, a search conference was convened to focus the work of the roundtable and to generate significant commitment. As a result of this conference, a planning matrix was developed (see Appendix 4) leading to the development of four working groups that brought together of government, business, the voluntary sector, and people in poverty. These working groups replaced the above mentioned committees. The working groups have become a significant function of the roundtable. By the fall of 1999,

reports from the working groups became the most significant LRT agenda item. To further focus the work of the roundtable, a specific plan was developed in December, 1999, for the year 2000 (see Appendix 5).

It is evident that the leadership roundtable was struggling for definition. First founded as a group of doers, the need for action and concrete results led the LRT to structure itself into working groups with work plans and the more traditional functions of a board.

B. Annual Reports of 1997-1998 and 1998-1999

The Opportunities 2000 annual reports contain documentation of the significant events and happenings of the first two years of the project. These reports are produced for the project, research, and funding sponsors of the project; each partner receives a copy of the reports without the appendices.

The 1997-1998 annual report opens with a specific section that focuses on the leadership which the project has undertaken.

Opportunities 2000 has recognized the need for leadership from all sectors of the community to identify or create opportunities that reduce poverty. It is our belief that a poverty reduction program requires tremendous public support and commitment something that can only be earned through consistent and credible leadership (p.3).

The report highlights the following leadership initiatives:

- The formation of a 14 member roundtable that would grow to 20 members;
- The adoption of terms of reference;
- The appointment of two high profile chairs, one from the business community and one from the voluntary sector;
- The hosting of an official launch;

- The recruitment of three private sector funders who committed more than \$820,000 and the launching of a local campaign which raised \$230,000;
- The organization of 14 voluntary sector partners;
- Sponsorship of a successful bid to have Waterloo Region named as a caring community by the Trillium Foundation.

Later in the report, two issues were highlighted under the key learnings section.

1. The importance of building the base for creating opportunity and reducing poverty. The report mentions key roles of various individuals who have shown exceptional leadership in gathering community support. These cornerstone leaders were shown to be catalysts in recruiting people and money for the project.
2. The need to broaden the leadership base in the next phase of the project, especially by recruiting people with a personal poverty experience.

The 1998-1999 annual report is structured differently from the prior year's report. It does not focus specifically on leadership development. Instead, it provides a general overview and then addresses reports from the four sectors. Highlights for the year included the following:

- A public launch attended by 300 people;
- The organization of 33 community partners;
- The development of 18 community projects funded by \$1.1 million from Human Resources Development Canada;
- An expansion of the LRT to 19 members;
- A successful two-day search conference;
- A comprehensive matrix describing the focus and goals as, "The matrix is our code to create results" (Opportunities 2000, 1998-1999, p.3);
- More than 20 articles in the print media and 3 feature and 3 news reports on television;
- The creation of a national learning consortium for the project;

- The winning of an award from the United Nations as one of 40 urban best practices worldwide.

The report goes on to highlight the results of specific sectors, thus implying that leadership is no longer the function of a roundtable but rather has spread to sectoral working groups. The LRT became more of a coordinating body.

These two reports demonstrate the breadth of projects and capacity building developed in the first two years of the project. The leadership roundtable is not the primary focus of leadership for the project. Leadership is a shared responsibility with staff and community partners. It is significant that leadership has started to spread from the center outlined in the project detail to the larger community by the second year. Leadership is starting to be defined not by position as much as by function.

C. The 1999 mid-term evaluation

In May, 1999, a mid-term evaluation was conducted by the University of Guelph in which 14 of 16 members of the LRT were interviewed. The purpose of the interviews was to explore LRT members' observations about the Opportunities 2000 initiative based on their experiences. Questions were asked about goals and roles in the LRT as well as strengths and weaknesses of the program. The following is a summary of this evaluation.

What were your hopes and expectations when you first became involved with Opportunities 2000?

- The importance of the issue.
- The boldness of the venture.
- Quality leadership from their sector was important.
- Confidence they had in the leadership.

What do you see as the success of Opportunities 2000 to date?

- Mobilizing the community, raising the profile of poverty, and rallying people for change.

- Fundraising results and active involvement of funders.
- Personal interventions of people involved.
- Engagement of the business community.
- Effective leadership and a committed and professional staff.

In what areas do you think Opportunities 2000's work requires improvement?

- Focus – bias for action – substance not hype.
- Connect with the poor.
- Develop policy as well as projects.
- Expand circle to make it a multi faceted approach.

Are you satisfied with the way Opportunities 2000 has defined its goals?

- Most liked the specific goal of 2000 families out of poverty by the year 2000 but most also had reservations about the goal as being more a marketing tool than a reality. Regardless of this, most wanted quantitative goals.
- Most supported the building of community capacity that would lead to change on the community level and the development of new structures.
- Most realized that poverty was very complex and were concerned about the over simplification of the goal.

Do you think Opportunities is taking the right approach to accomplish its goal?

- In a rating of satisfaction between one and seven (with seven being extremely satisfied) the average rating was 5. This represented about a 71% satisfaction rate.
- There was recognition that Opportunities 2000 is evolving.
- Opportunities 2000 was commended for doing a terrific job of bringing a diversity of people together.
- The key weakness of the project was described as a lack of focus that would produce more results.
- There was recognition that projects and policy work in tandem.

- It was noted that Opportunities 2000 needs to be more connected to people in poverty.

What do you see as the role of the LRT in Opportunities 2000? What if any changes would you like to see in its role?

- The commitment of LRT members is increasing as is their overall responsibility for the program; it is interesting that a change in function causes burden. The role is evolving.
- The LRT is perceived as a working advisory group, offering input, advice, guidance, raising awareness, and influencing.
- Future roles of the LRT were cited as follows: innovating, leveraging influence, seeing where changes can be made, collaborating with peers around specific ideas, providing guidance, making useful linkages, raising funds and opportunities, opening doors and sensitizing peers and the wider community to poverty issues.
- Most members of the LRT felt time restraints.
- There was a general struggle to cope with the fluidity of the project. The emergent nature makes it difficult to follow. One member said, “visionary leadership was vital to the success of initiatives like this, but that visionary leaders should also be aware of the difficulties posed which tends to change shape and direction as it evolves.”

Are you satisfied with the operational aspects of the LRT?

- Meetings were consistently rated as useful.
- Subcommittees were also rated as working well.
- The members were satisfied with the quality of information they received though they felt there was too much.
- The composition of the LRT should have more representation from people living in poverty.
- The members were very pleased with the staff support they received.

The mid-term evaluation provides us with an insight into the thoughts of the LRT members in May of 1999. Many had served on the LRT since the beginning of the

project. Their comments, while generally positive, are helpful in determining some recommendations for improvement.

D. Opportunities Planning

The previous program titled Opportunities Planning was the inspiration or foundation for Opportunities 2000. A brief exploration of how leadership in Opportunities Planning is defined is relevant here. In 1995, Brian Reid was commissioned to write a book entitled From Welfare to Work: A Community Success Story in Creating Employment Opportunities, which was published in 1997. This book provides a description of the project.

Opportunities Planning had the goal of helping people living on social assistance to find work. A community partnership of people living on social assistance, agency partners, key community stakeholders, and staff formed a coordinating team to administer the program. The coordinating team was made up of seven people involved as clients (participants) of the program, four members of the sponsoring team (those who originally joined the collective to submit a proposal), and one staff member who was ex-officio. The structure was significant in that if participants wanted to vote as a block they could hold the balance of power. The chair of the committee was always a participant (Reid, 1997, p.36).

The partner concept for co-delivery of a program was new for the Waterloo Region at the time Opportunities Planning was formed. It was carried forward into the partnership model of Opportunities 2000. The coordinating team noted the need for a leadership roundtable. The leadership roundtable focused mostly on gathering influential members of the community rather than on finding a leadership role for those who were poor. As a result, it has been very difficult for the poor to feel welcome or competent enough to join this group of people. A lesson to be learned from this is that it is better to start with the client group in mind and build from there.

In an afterword to Reid's book, Sherri Torjman of the Caledon Institute of Social Policy outlines the broader goals accomplished by Opportunities Planning. Her observations link the two projects:

The Opportunities Planning project is important not simply because of its contribution to reducing poverty. The project also put into practice both the goals and the means of a civil society. A civil society sustains and enhances their capacity of all community members to build a caring and mutually responsible society. All citizens – individual, corporate and government – assume responsibility for promoting economic, social and environmental well being.

A civil society seeks to achieve three major objectives. It builds and strengthens *caring communities*. It ensures *economic security*. It promotes *social investment* by directing resources towards the well being and positive development of people.

Moreover a civil society pursues these objectives in a unique way. It interprets very broadly the concept of resources to include, but move well beyond, the notion of public dollars. A civil society encourages the creation of partnerships and collaborative working arrangements to achieve its objectives. Finally it addresses issues in an holistic and integrated way (Reid, 1997, pp. 107-8).

Review of Supporting Literature

The research questions focus on the fundamental nature of community leadership and its applicability for communities today seeking to reduce poverty in Canada. These questions have led the researcher to study three interrelated though distinct themes:

- **What is community? What are the characteristics of personal and collective journeys toward and away from community? What are the characteristics of a caring community?**
- **What is leadership and what can we learn about leadership that is applicable to the building of communities?**
- **What is community leadership and how is it expressed in communities today?**

A. Literature on Community

The literature on community is extensive and goes beyond the scope of this project. To establish a foundation for the project, the researcher will be focusing on specific areas related to four themes:

- **How is community defined?**
- **What is the journey that groups and individuals undertake to achieve community?**
- **What breaks down or destroys community?**
- **What are the characteristics of sustainable and caring communities?**

I. What is Community?

Scott Peck, one of North America's leading writers and animators on the subject of community, suggests that "community can be a word that is too large to submit to a single definition" (Atkisson, 1991). This is a common theme in the current literature about community (Kuyek, 1990; Gilman, 1983). Community can mean many things to many people. Definitions seem to be based on personal experience.

Joseph Schaeffer (1999) describes community in a phrase, "I carry the potential for community within me all the time. I live in community with you the moment we come together." By contrast, Joan Neuman Kuyek (1990) sees community as a physical place or neighborhood, a "geographically based human relationship" between a number of people who know each other quite well and share a sense of purpose and values. Robert

Gilman (1983) echoes Kuyek in stating that communities are “face to face groups where each person has a sense of belonging to “the community” (p. 1). Margaret Wheatley (1998) contrasts and compliments both Schaeffer and Kuyek in believing that “We have an instinct for community” and that “everywhere in nature communities of diverse individuals live together in ways that support both the individual and the entire system” (p. 1). With the exception of Schaeffer, these writers seem to agree on two things, community is a collective journey, a seeking toward or a coming together with others, and community is purpose building. Schaeffer sees community as a way of living.

It is often necessary to define community as a physical place that one can go to in which one can co-exist with those present. The current literature suggests that when one recognizes community within oneself, one can actively express community with others. One can find community within and then seek community with others. This is similar to the theory that leadership is within each one of us and can be expressed when it is required. We have an innate desire to be in community just as we have the innate ability to lead.

II. The Journey to Community

In much of the literature, “being in community” is synonymous with being on a journey “to community.” This journey often begins as individuals seek community and then join together in a collective purpose. A journey toward purposefulness creates a deeper sense of community.

Individuals seek community, or as Margaret Wheatley (1998) says, “systems of relationship” (p. 2). People sense conflicting forces generated by the need for individual freedom and the need for relationships. The need for relationships is described by Schaeffer (1999) as “living meaning in conversations with others” (p. 10). As individuals seek community, they begin to learn about community. It is this desire to learn to live in community that leads people toward community.

The literature describes how individuals can learn to live in community. Some of these “ways of living in community” are documented in the work of Scott Peck and Joseph Schaeffer. Peck has developed an approach in which individuals enter four stages of community building. The four stages include pseudocommunity (where niceness reigns), chaos (when emotional skeletons crawl out of the closet), emptiness (a time of quiet and transition), and finally, true community (marked by both deep honesty and deep caring) (Atkisson, 1991, p. 1). Schaeffer (1999, p. 10) contrasts this communal learning with a more personal response. His belief is that individuals have both natural and cultural inclinations towards what he calls the “qualities of character” which include genuine interest, acknowledgment, empathos, altruism and trust. These form the basis for what Schaeffer calls creative communication.

As individuals seek and learn to live in community, communities are formed. Peck suggests that this is simply a process of committing to talk to each other, to stay in the same room together (Atkisson, 1991, p. 6). Schaeffer (1999, p.10) and Wheatley (1998, p. 9) make this same point. It is our desire to be together and to stay together that makes community possible and that leads us to learn to form communities successfully.

The literature suggests that by learning to be together and stay together, we move toward purposefulness. Communities often form a mission or purpose. “This is what we are going to do together,” states Scott Peck (Atkisson, 1991, p. 4). This is confirmed by Tom Bender (1993, p. 6) and Wheatley (1996, p. 3). It is our need to define our purpose that changes the nature of relationships in community. “It is this very call of purpose that attracts individuals to community. They discover how to work together...and share desires that then can create more and more for the community” (Wheatley, 1996, p. 6). Lisabeth Schorr (1977) sums this up well in a quote from President Kennedy. Kennedy spoke of “the thousand invisible strands of common purpose, affection, and respect, which tie men to their fellows” (p. 305). It is the value of and values inherent in purposefulness that motivate individuals and communities toward a desire to change and grow, the desire to be connected in a “deeper place” and “to find a meaningful response” (Wheatley, 1998, p. 6).

Community is something which individuals wish to learn. This desire to learn leads people on a journey to “become community.” This journey is described as a search for purposefulness. The literature suggests that we can both help people to learn to be in community and to seek purpose in community.

III. *The Breakdown of Community*

Yet ultimately everything goes better with a circle of friends. Without this circle of safety it is extremely difficult to erase the fear that coats our health, relationships, economics, etc. This fear has been a major stumbling block in reestablishing community and must be cast aside (Patch Adams).

The breakdown of community is cyclical and exponential. The less community there is, the more problems communities and people have in establishing and maintaining community. “Without community people lose the conviction that they can improve the quality of their lives through their own efforts” (Schorr, 1997, p. 305). There seems to be a general consensus that this comes from a breakdown of community values or the “spirit” and meaning of the community (Bender 1993, p. 2; Wheatley, 1998, p. 8). Cheryl King (1997) states that leadership in communities is valueless today (p. 4). This view is supported by Scott Peck when he suggests that “rule by consensus” is common. (Atkisson, 1991, p. 3). Rule by consensus can lead people to use community to separate and protect themselves from each other. It can ultimately lead to an excessive need for conformity and a breakdown of community (Wheatley, 1998, p. 1).

In his most recent book, Becoming Human, Jean Vanier (1998) suggests that fear breaks down community. “We are all frightened of losing what is important for us, the things that give us life, security, and status in society” (p. 73). He outlines four distinct fears: the fear of dissidents, those who threaten the existing order; the fear of difference, of “people who suffer poverty, brokenness, disabilities, or loneliness;” the fear of failure; and the fear of loss and change. We seek scapegoats for this fear (pp. 73-82), the origin of which

lies in a sense of personal worthlessness and collective mistrust. It can have serious implications for the breakdown of community and often manifests itself when individuals turn against others and communities turn against other communities.

The literature also suggests that the physical ways we structure community can contribute to its breakdown. Sherri Torjman (1997) talks about our emphasis on business development over community building (p. 1). Kuyek (1990) echoes Torjman by stating that communities in Canada were built primarily with the interest of business and thus did not encourage self-reliance. Kuyek documents how we have built communities in Canada in grid patterns and on business transportation routes rather than in ways and places that were the best for people living together (p. 13). Schorr (1997) provides a number of reasons for the breakdown of community including the following. The rise of fear and violence deters people from gathering in informal places thus leading people not to meet naturally. Rapid advances in communication and technology allow people to move about much more freely and keep them from getting to know those around them, their neighbors. Women, who used to be the backbone of communities, have now entered the workforce and have less time to give to community. Single-parent families are becoming more common. Our institutions have become depersonalized as technology has become more sophisticated and institutions have grown in size (p. 305).

The literature on the breakdown of community is significant for this project. Community breaks down exponentially because of a loss of values. This creates distrust. As a result, groups form against each other out of fear. Communities are developed and planned so that people can guarantee efficiency. They become places of protection where groups of people come together to compete against each other.

IV. Characteristics of sustainable and caring communities

A community that lives only for greed and commerce and consumption does not enjoy itself and does not enjoy life. It has no great passions, and dreams only

small dreams. We need to rediscover how to make the communities where we live able to raise our passions and move our hearts (Bender, 1996, pp. 7-8).

The idea that caring is of primary importance in definitions of community is common in the literature. Caring is often described as a fundamental societal value (Schorr, 1997, p. 3; Bender, 1993, p. 3) and as the outcome of the responsibility we feel in community. Community empowers people to provide their own leadership and to make positive things happen (King, 1997, p.4). Community builds love (Wheatley, 1996, p.7). Love leads us to want to make the world a better place (Kuyek, p. 66).

Caring for one another is a natural outcome of being in true community. Schaeffer suggests that caring increases when “our meanings become a source for meaning in the lives of others” (Schaeffer, 1999, p. 8). He suggests that altruism is fundamental in community. Each individual human being provides caring and support for others. People believe in and have a desire for the actualization of others (1999). Wheatley says our desire for contribution blossoms when the heart of community is clear (1998, p. 9).

Frances Hesselbein (1998) suggests that we must mobilize whole communities in which people dream and communicate in common ways that include common action by the public, private and voluntary sectors (pp. 178, 179). Arun Gandhi talks of the community as a family in which all members are similar and equal and actively contribute to the whole (1998, p. 83). Torjman talks of civic engagement in which all sectors and peoples of a community take an interest in a common future (1998, p. 4). Suzanne Morse (1998) talks about all citizens contributing what they know and affirm. She suggests that all citizens are critical to the overall success of communities and that “communities recognize that stability and sustainability occur only when the vast majority of citizens have a stake in and contribute to the community” (p. 231).

A caring community is the outcome of a healthy community in which all citizens have worth and dignity. In a caring community, people have deep-rooted values of inclusion and truly love each other. A healthy community is made up of healthy people who desire

the actualization of their neighbors. Can a group of individuals who really have the best interest of their neighbors deeply in their souls ever allow for issues that break down community such as poverty and racism?

B. Literature on Leadership

The study of leadership has long fascinated people as they embark on a search for the key to effective people and successful organizations. The literature on leadership is extensive and goes beyond the scope of this project. To establish a foundation for the project, the researcher will focus on specific areas related to four themes about leadership:

- What is some of the historical and current thinking about leadership?
- How do we create leaderful or participatory organizations?
- What is purposefulness in leadership?
- How does an understanding of emergence, self-organization and order help us define the process of leadership?

I. What is leadership?

Leadership is often defined as having to do with the greatness of an individual (Dering, 1998). We have all read a biography that describes the amazing feats of individuals who transform a family, a company, or a country. These stories, while inspiring, often leave us with a feeling that leadership is out of our control and is more often something that we are either destined to do or not to do.

What is leadership? Does it exist in the traits or behaviors of a person (trait leadership) (Yukl, 1998)? Is it defined by the relationships a leader engages in (relational leadership) (Kouzes & Posner, 1995)? Does it have to do with the kind of person a leader is or the attitudes a leader has (servant leadership or values-based leadership) (DePree, 1989)? Or is it a process in which leadership emerges (transformational leadership) (Clemmer, 1995)?

Approximately 40 years ago behavioral scientists at Ohio State University prepared a study that described what leaders did (behaviors) rather than what they were like (traits). Gradually, the research has evolved to the point where leadership is understood as a set of behaviors, tasks, and relationships that lead to change (Dering, 1998; Yukl, 1998).

The research suggests that managerial work consists of four general types of activities: building and maintaining relationships, getting and giving information, influencing people, and making decisions (Yukl, 1998). The myriad of managerial practices described in the research include planning and organizing, problem solving, clarifying roles and objectives, informing, monitoring, motivating and inspiring, consulting, delegating, supporting, developing and mentoring, managing conflict and team building, networking, recognizing and rewarding (Yukl, 1998, p.60). The description of the behavior of managers as leaders provides a view of the process they use and the skills they employ to be effective.

Recent studies of leadership focus less on skills and behaviors and more on relationships between the leader and the follower. These studies emphasize the “E’s” of leadership: enabling, enlisting, entrusting, engaging, and envisioning (Dering, 1998, p. 1). Kouzes and Posner describe ways in which leaders can inspire others to achieve greatness (1995). They consider the five fundamental practices of exemplary leadership to be challenging the system, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (p.18). Much of their work describes ways for leaders to inspire intrinsic motivation in others. Yukl calls this intrinsic motivation ‘followership.’ He states that followers are more effective when they view themselves as active and independent rather than passive and dependent on the leader. Self-management is a way that followers empower themselves to be more effective as individual contributors (Yukl, 1995, p. 170). Kenneth Blanchard supports this perspective in Leadership and the One-Minute Manager. He describes the leader’s role as situational. The leader employs ways to help ‘followers’ wherever they are. For those followers who need a high level of management, the leader provides management. Followers who are self-managed receive

less management (1985, p. 47). Studies of relational leadership provide a better understanding of the interconnection between leader and follower. This is not only a cause and effect relationship but also a relationship of influence.

Some writers focus on values and service in leadership. They stress the idea that authentic and intrinsic beliefs and motivations are central in leadership. Stephen Covey describes servant leaders as “individuals who have abundance in their souls” (1999, p. 2). Greenleaf concurs with this. “At the core of servant leadership is character.” Greenleaf describes servant leaders as those who serve the needs of their followers by empowering followers to do the work themselves. He asks the question, do those served grow as persons? (King, 1997, p. 3) Block describes value-based leaders as stewards. He states that collectivist assumptions are at the core of servant or collaborative leadership. “One must submit one’s individualistic will to the collective good to be a servant leader” (King, 1997, p. 7). Cashman (1998) describes servant leadership as authentic leadership. He suggests that authenticity and love are fundamental in servant leadership. This clearly humanizes the study of leadership and elevates the importance of a leader’s self-knowledge and values.

Transformational leadership is mostly about inspiring change and growth (Covey, 1990, p. 282). Kouzes and Posner describe the transformational leader as inspiring others to excel, giving individual consideration to others and stimulating people to think in new ways. This is in contrast to the transactional leader who likes to maintain a situation and enable performance through extrinsic rewards (Kouzes & Posner, 1995, p. 321). Yukl describes transformational leadership in a similar way but emphasizes the cultural changes a leader makes by helping both individuals and organizations to be their “better selves” rather than their “everyday selves” (1995, p. 324). Max DePree (1989) calls transformational leaders giants who “see opportunities where others see trouble,” give people and companies space to grow and develop, make good ideas a reality, utilize their own gifts and help others utilize their gifts (pp.73-79). Tom Peters (1999) describes the role of a transformational leader in finding and developing what he calls “wow” projects.

Jim Clemmer may say it best when he describes a high performance leader as one who helps people believe in the impossible (1995, p. 29).

The study of leadership is evolving. It has moved from a focus on the behaviors of “effective managers” to dynamic and human processes of change and growth in individuals and organizations. The most important consensus in the literature is that leadership can be learned and developed by people, organizations, and communities. A second consensus is that leadership is not solely dependent on individuals. It is a process that can be influenced by relationships between people. Leadership can be observed, analyzed and encouraged in organizations and communities.

II. *Participatory Leadership*

In life, the issue is not control, but dynamic connectedness ... I want to move into a universe I trust so much that I give up playing God. I want to stop holding things together. I want to experience such safety that the concept of “allowing” – trusting that the appropriate forms can emerge – ceases to be scary. I want to surrender my care of the universe and become a participating member, with everyone I work with, in an organization that moves gracefully with its environment, trusting in the unfolding dance of order (Wheatley, 1992, p. 23).

Leaders today help people work together. They make it possible for individuals and groups to develop leadership processes. Comments such as, “It is obvious that teams outperform individuals” (Clemmer, 1995, p.207) seem to be common-place. The benefits of teamwork are many. “It would seem that the more participants we engage in this participative universe, the more we can access its potentials and the wiser we can become” (Wheatley, 1992, p.65). The changes in communities and organizations are often so complex that unless people in these communities and organizations change and grow together true change and sustained growth cannot occur.

The key to participatory or “leaderful” organizations and communities seems to be in the creation of leadership when and where it is needed (situational leadership) (Blanchard et al., 1985; Gilman, 1985, p. 5) and in enabling people to work together in teams (Clemmer, 1995, pp. 207-218) or communities of leadership (Wheatley, 1992, p. 43). The process of creating this type of leadership involves the 5 E’s of leadership mentioned above: enabling, enlisting, entrusting, engaging, and envisioning (Dering, 1998, p. 5). The skills required to develop leaderful organizations are those which help people facilitate process, nurture growth, develop relationships and interrelationships, enhance listening and communication skills, and facilitate groups (Wheatley, 1992, p. 38; Gilman, 1985, p. 5).

People are effective when they are involved in making decisions and setting directions at all levels of an organization (Senge, 1990, p. 277). People need to participate and be reflective with each other. Reflective openness makes it possible for individuals and groups to subject their ideas to test and improvement. “It involves not just examining our own ideas, but mutually examining others thinking” (Senge, 1990, p. 278). This is in contrast to a more traditional view of teamwork espoused by Clemmer: “A team’s commitment and performance increases exponentially with the degree of power, control, and ownership team members feel they have” in their own perceptions of their work (Clemmer, 1995, p. 210).

Debates about participatory leadership are often focused on the place of the team as it relates to the hierarchy in the organization. Wheatley states that we need to create the conditions in which self-organization can thrive. “With all these wonderful and innate desires calling us to organize, we can stop worrying about designing perfect structures and rules” (1999, p.58). We must trust that if we strive to develop relationships within an organization and community, people will organize naturally.

III. *Emergence and Creativity*

To live in an evolutionary spirit means to engage with full ambition and without any reserve in the structure of the present, and yet to let go and flow into a new structure when the right time has come” – Eric Jantsch (Wheatley, 1992, p. 74).

There is a strong link between ideas about participatory systems and the theme of emergence in leadership. The old assumption is that people were unable to direct themselves or take responsibility. The new assumption is that people have the potential, wisdom and creativity for leadership within them. They only need to be educated and encouraged to become leaders (McLaughlin & Davidson, 1984, p. 5). This idea is supported by Myles Thorton, founder of Highlands School in Tennessee. Thorton developed a school for community leaders in order to empower people to provide their own leadership and to make positive things happen in their communities. His philosophy was that leaders do not manage and resolve conflicts. They facilitate conflict so that learning can happen. His belief was that “You need to get people into a situation where they will have to act on ideas” (King, 1997, p. 5).

Theories of emergence provide evidence that we live in a relational world. Emergence has to do with journeys people and communities take from one place to another. Peter Senge suggests that these journeys lead to creative tension between current realities and vision (1990, p.150). It is in this tension that emergence is most evident. “Truly creative people use the gap between vision and current reality to generate energy for change” (Senge, 1990, p. 153). When leaders embrace this idea of emergence, they can nurture a creative phase in the development of a community or project. As a result, more can be accomplished. “We witness emergence any time we are surprised by a group’s accomplishment or by our own achievements in a group” (Wheatley, 1999, p. 67).

There is a second tension which, if addressed by a leader, can either enhance creativity in emergence or destroy it. It is the tension between allowing self-organization and the need for order and control. Wheatley believes that people have an innate desire to work together to do more. “We seek one another because we want to accomplish something” (Wheatley, 1999, p. 69). People self organize through purpose or through envisioning and

affirming a new future (Kouzes & Posner, p. 117). The process of organizing and working together allows creativity and vision to emerge. This idea is supported by Patricia Pitcher (1997). She compares the work of a leader to the work of an artist. An artist may have an idea for a painting, but it is only through the act of painting that true creativity and artistic brilliance can occur. An artist seldom sees the whole painting at the beginning. The creative process emerges during the act of painting (p. 21). Wheatley suggests that if organizations are machines, control makes sense. If they are process structures, control through permanent structures is suicide (1992, p. 9). Through control, we often attempt to create fluid systems or equilibrium. In equilibrium nothing happens. Open and creative systems are non-egalitarian so they can change and grow.

There is a critical paradox here. People have an innate desire to organize and be organized. Yet it is in self-organizing that people have the ability to be creative and purposeful, to reach their visions. Freedom and order turn out to be partners in generating viable, well-ordered, autonomous systems (Wheatley, 1992, p. 95).

IV. Purposefulness and Leadership

Purposefulness leads people to organize in order to accomplish more (Wheatley, 1999, p. 56). When common values and vision interconnect, purposefulness is formed. It generates a powerful energy and commitment (Kouzes & Posner, 1995, p.131). Purposefulness is the hope people have who wish to develop and sustain communities (Covey, 1999, p.4).

Leaders need to develop a personal purposefulness before they can create it with others. Covey calls this personal purposefulness an abundance mentality, a belief that there is enough for all which enables a leader to share power, knowledge and recognition. This is in contrast to a scarcity mentality that protects power and information (Covey, 1999, p. 2). Kouzes and Posner suggest that the most critical knowledge for leadership is self-knowledge. Self-knowledge brings personal meaning to the leader's work (1995, p. 335). Peter Senge describes self-knowledge as personal mastery – the discipline of personal

growth and learning. "People with high levels of personal mastery are continually expanding their ability to create the results in life they truly seek" (1990, p.141).

The values of individuals and collectives are critical in both defining and developing a sense of purposefulness in a community. Wheatley has observed a growing trend whereby organizations are exploring their values in order to shape and reshape corporate culture (1992, p. 55). Kouzes and Posner and Jim Clemmer write extensively about the importance of values in organizations today. Clemmer highlights the importance of building shared values in creating a deeper source of spirit and passion in an organization (1995, p. 93). Kouzes and Posner write about the importance that clarifying values will have for guiding the kinds of choices and actions people and organizations make. They also find that shared values help to unify constituents. Values must be modeled by leaders and shared through discussion, stories, and questioning (1995, pp. 209-241). Values are more important in defining the potential actions of both individuals and organizations than anything else.

Values are important in purposefulness. Vision is also crucial. Leaders who express visions consistent with their values and who are oriented toward the future have dynamic energy (Kouzes & Posner, 1995, p.101). Clemmer suggests that vision provides focus and energy, thus motivating people to work together toward common goals (1995, p. 193). Covey talks about vision as a compass that helps to guide people's actions and choices in a fast-paced, ever-changing environment (1990, p.185). Authors who write extensively about values also place emphasis on vision. The two are interconnected. Vision comes from an inner belief system that seems to radiate an energy or glow. It is the very merger of vision and values that creates this energy which can be defined as purposefulness.

When individuals, organizations or communities live in purposefulness, they become active not because of purposefulness but within purposefulness. When they experience purposefulness, people desire action. They want to share and develop purposefulness to accomplish more. It is for this reason that people with a deep sense of purposefulness join together with others who have similar values and visions.

V. Summary

The study of leadership gives us important insights into the development of more leaderful communities. When we understand leadership as a process of engagement rather than as something someone is or is not, we are able to map the process of leadership in action within a community. Once we understand the process of leadership in a community, we can begin to influence this process and help it to grow in a healthy manner.

Leaderful communities exemplify participatory leadership. They encourage people to work together to utilize their skills to create a better whole. Leaderful communities cannot be controlled from the center. They are made up of emerging, purposeful networks of people with common values and visions, people who are motivated by a desire to create and grow more.

C. Literature on Community Leadership

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has – Margaret Mead.

The literature on community leadership is diverse and broad in scope. The researcher has focused on three areas that he believes will be helpful in understanding community leadership:

- What is community leadership and how is it expressed in the literature?
- How is the issue of collaboration or collaborative community leadership explored in the literature?
- What does the literature on civil society say that is relevant to our discussion of community leadership?

I. What is community leadership and how is it expressed in the literature?

The researcher has found it difficult to find a definition of community leadership that is explicit. It is often described as a process which actors in a community engage in to make something happen. At other times it is described as a training program in which people learn together about their community and become more engaged or involved in that community. There is also a traditional view of community leadership which emphasizes the great leader theory. It focuses on the need to develop more strong and influential leaders. Most often, definitions of community leadership are based on observations of effective community leadership processes.

Community leadership, when described as a process, is most often seen as a response to something that is breaking down communities (Chrislip & Larson, 1994; Shore, 1999; Rifkin, 1995; McKnight, 1995). Citizens gather together and organize to change things for the better because of a lack of trust that the formal power structures have the will to act (Shore, 1999, p. 122; Leadership Vancouver, 1998, p. 2). McKnight suggests that when people recognize they have the power to decide what the problem is, they also realize they have the power to act, to decide what can be done and to make this happen (1995, p.117). Chrislip and Larson believe that community leadership creates a constituency for change that produces tangible results, empowers participants, and builds communities (1994, p.144). Community civic leaders serve in new and significant leadership roles that bring citizens together to solve problems themselves (p. xvi).

Community leadership is often described as something which people can be taught in order to become more active and committed citizens. This idea is based on a belief that if we bring people together in constructive ways with good intentions they will create authentic visions and strategies for addressing shared concerns related to the organization of their communities (Chrislip & Larson, 1994, p.108). "Any citizen has the capacity to practice collaborative leadership. The skills and concepts can be learnt"(Chrislip & Larson, 1994, p. xx). Bill Shore describes the process as one in which ordinary people use skills they had taken for granted (1999, p.154).

Many definitions of community leadership emphasize the importance of community response. But there are frequent references in the literature which focus on the equal importance of strong, civic-minded leaders (Getting Started, p. 2). Examples of extraordinary community leadership often emphasize the efforts of individuals who bring people together to make extraordinary things happen (Shore, 1999; Leadership Vancouver, 1997; Rifkin, 1995; Schorr, 1997). Schorr likens these individuals to entrepreneurs who have the ability to use resources for things they were not originally designed for (p.185).

The characteristics of effective community leadership processes are often used as a basis for defining community leadership. Shore (1999) likens community leadership to that of cathedral building: a) People are devoted to a cause they will never see completed. b) The process requires the skills of everyone in the community. c) Work is built on the foundation of earlier efforts. d) People are sustained by their own wealth. e) And the project is designed to convey stories and values to people (pp.19-20). John McKnight (1995) suggests that community leaders (whom he calls guides) are those who have an eye for including people and bringing them into community life. They are well connected in the interrelationships of community life, they are trusted by their community peers, they believe that the community is a reservoir of hospitality that is waiting to be offered, they know when they must move on (pp. 120-122). Chrislip and Larson talk about the process of community leadership as being about building trust, sharing ownership, celebrating success, and creating powerful and compelling experiences (1994, p. 90).

II. Community leadership as collaboration

The most common theme in the study of community leadership is collaboration. Collaboration can be between people or communities. It can be about people doing something together or learning together what needs to be done. Most often community leadership is about collaboration. Chrislip and Larson (1994) suggest that those leaders who are most effective in addressing public issues are not necessarily the ones who know the most about those issues. Rather, they are the ones who have the ability to get the right people together to create visions (p. xx). These are the people who intuitively grasp the need for community collaboration and know when the community is ready to take on this challenge (Getting started, p.10).

By initiating and sustaining successful collaborative initiatives communities can develop social capital (Chrislip & Larson, 1994, p.xii). Citizens often begin to collaborate because nothing else is working that addresses their concerns.

There are many techniques for building collaboration. Citizens can create a constituency for change by creating broad-based involvement, establishing a credible and open process, soliciting the commitment of visible acknowledged leaders and gaining the support of established authorities or power (Chrislip & Larson, 1994, p.xviii).

Communities can also create structures that bring people and organizations together to set and accomplish common goals. When communities 'build capacity,' individuals can contribute fully within organizations and within their communities. When communities nurture the development of alliances, people from various sectors with various abilities come together for the overall benefit of the community (MacBride-King & Farquhar, 1994, p. 3).

In successful collaborative initiatives, participants work together as peers, share a collective fate, and bring their competencies to the table. Through common perspectives,

interests, and experiences, they create a sense of community that breaks down barriers. As a result, they can convene around specific needs.

III. *Civil Society*

In contemporary societies, citizens are frustrated and angry with civic life. They are feeling shut out of the decision-making process (Chrislip & Larson, 1994, p. xii). This is in contrast to past civil societies in which the involvement of people was seen as essential to good government. The belief was that government can only be successful when individuals and groups participate in the decision-making process to effect desired changes (Citizens Information Service of Illinois, 1973, p. 3). Today it seems as if people have decided that they cannot affect political structures directly.

A civil society sustains and enhances the capacity of all community members to build a caring and mutually responsible society. All citizens- individual, corporate and government- assumes responsibility for promoting economic, social and environmental well being. It is imperative that communities decide for themselves today what is needed to secure their future (Mount Allison, p. v).

A civil society seeks to achieve three major objectives. It builds and strengthens caring communities (especially through volunteerism). It ensures economic security (Jackson, 1999, p. 10). It promotes social investment by directing resources towards the well being and positive development of people. It ensures political equality and a deep sense of individual rights and obligations in the larger community.

Moreover, a civil society pursues these objectives in a unique way. It interprets very broadly the concept of resources to include, but move well beyond, the notion of public dollars. A civil society encourages the creation of partnerships and collaborative working arrangements to achieve its objectives. Finally it addresses issues in an holistic and integrated way (Torjman, 1997, pp.107-108).

Modern liberal states require healthy civil societies for their long-term stability. Under a system of limited government, society must be self-organizing to fulfill a variety of social needs. Furthermore, the democratic process requires that citizens organize if they are to represent their passions and interests effectively in the political marketplace. Civil society presupposes social capital – the norms and values that permit cooperation on the part of groups (Fukuyama, 1998, p. 1; Chrislip & Larson, 1994, p. xii). Rifkin believes, as does Fukuyama, that these skills can be learned. Civic society can be learned as an outgrowth of successful collaborative endeavors. These authors believe that when collaboration succeeds new networks and norms for civic engagement are established.

CHAPTER 3

RESEARCH METHODOLOGY

A. Overview

Inquiry into the fundamental nature of community leadership and its applicability for communities has long been an interest for the researcher. The journey toward understanding community leadership requires interaction with those who have influenced and can influence the process. The goal of the researcher is to engage and interact with people in an exploration of the meanings of community, leadership and, in turn, the relevance of these meanings for communities today seeking to develop community leadership, especially in the Waterloo Region. The desire is to learn with and have a dialogue with others through meanings, ideas and applications on the issue in the hope of developing a deeper reality and a deeper potential.

A community-based, action-research methodology was applied. According to Stringer (1996), "Community based action research is a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems. This approach to research favors consensual and participatory procedures that enable people (a) to investigate systematically their problems and issues, (b) to formulate powerful and sophisticated accounts of their situations, and (c) to devise plans to deal with the problems at hand" (p. 15).

It was the hope of this researcher that participants in the research would not only provide feedback but also learn from the process they were engaged in. It was for this reason that the researcher asked a series of questions at the end of the focus group to determine if the research really helped the participants to learn and to gain a better understanding of the issues they were exploring with the researcher. The research tool was to allow participants the ability to investigate systematically the issue under discussion.

Bob Dick (1999) suggests that action research tends to be cyclic, participative, qualitative, and reflective (p. 2). Stringer suggests that the cycle involves several steps: Look →, think→ act →look→ et cetera. (1996, p. 17). Dick cites Stephen Kemmis in suggesting a similar model: plan→ act → observe → reflect→ plan→ et cetera (Dick, p.2). In this model, reflection always cycles back to the next stage of planning. “The ‘planning’ isn’t a separate and prior step: it is embedded in the action and reflection” (Dick, 1999, p. 2).

The researcher applied Bob Dick’s observation that planning is not a separate step but, rather, is embedded in the action and reflection. Participants were to draw pictures and then analyze these pictures focussing on future hopes and wishes for community leadership. They would be able to think about the issue under discussion, act on these thoughts by envisioning an ideal future related to the issue, and look at this vision and explore its meaning.

For the purpose of this study, the researcher utilized the Stringer model of action research. It was chosen for its clarity of design and its relevance to community-based process.

Action research implies change. Action research is both active and responsive. So clearly, the agreement and commitment of those who participate in the research is necessary. This is achieved by involving them in the research process as equal (participative) partners (Dick, 1999, p. 2). Care was taken with this action research to ensure that the principles of relationships, communication, participation and inclusion were adhered to (Stringer, 1996, p. 38). All participants were welcomed as equals in the study, and great care was taken to design a process that was interactive. The researcher’s goal was to create a learning environment for all participants. The tool was further designed to include all participants’ insights equally.

All participants provided free and informed consent by responding to a specific invitation to become involved in the research and signing an agreement to be involved.

Confidentiality and privacy were maintained. An instrument was designed which would not identify the participant. A third party (Rhythm Communications) collated the results.

B. Data Gathering Tools:

As mentioned earlier, great efforts were made to design a research method that was a learning process for participants that would lead to action. The researcher was attempting not only to gather data but also to encourage participants to think, act and look at the issue of community leadership and its relevance for the future of Opportunities 2000. This was an important issue for the staff of Opportunities 2000 for two reasons. First, participants had already been asked to volunteer much of their time in the day-to-day activities of the project. It was felt that if the research was purely a one-way interaction for the benefit of the researcher, participants would resent the time spent in the focus group. Second, the issue of engagement was important to staff. Participants had not yet given much thought to the role community leadership could or should play beyond December 31, 2000. Staff wanted this research to help participants to make this issue a deeper priority.

Focus groups were designed as much as possible as learning circles in which participants would be asked to think about the issues of community, leadership and community leadership in a systematic way. They were then asked periodically throughout the session to outline selected answers to the rest of the group in order to facilitate collective learning. In two of the three focus groups, participants were given significant time to work in small groups to discuss selected vision questions and, then, to share this discussion in the larger group. The entire process is described in the facilitator copy of the questionnaire included as Appendix 6.

The data-gathering tool was a questionnaire designed with the help of Rhythm Communications, a research group whose principle, Russ Christianson, has more than fifteen years experience in conducting similar research. It was felt that this firm would be helpful for three reasons. First, the principal has a deep understanding of the issues

related to community-based process and had designed a tool that has been used by hundreds of community groups throughout Canada. It was felt that this type of credibility was imperative to assist the leadership roundtable in a decision. Second, the principal had conducted evaluations for the organizational sponsor of Opportunities 2000 in the past, and they had great confidence in the method. Many of the participants were familiar with the general method and thus, it was felt, would be more comfortable with the process. Opportunities 2000 facilitated this process by providing 50% of the cost for the researcher's time. Given that the researcher was very familiar with the methodology, costs were kept to a minimum. Third, Rhythm Communications had the ability to quantify the results of the questionnaire. This was deemed desirable in order to ensure confidentiality of the results.

After conducting primary research, the researcher suggested more than 100 questions for the data collection instrument which were reviewed by staff, the major project advisor, the Caledon Institute of Social Policy and the chair of the leadership roundtable. Based on their comments, the researcher modified the questions. Seventy-five questions were sent to Rhythm Communications to be incorporated into a data-collection instrument. This instrument was forwarded to and, with minor modification, was approved by the above mentioned reviewers. The final questionnaire is included under Appendix 6.

The goal of the data-collection was to draw out people's innate verbal (written) and visual (drawn) perspectives on specific internal and external organizational issues. By measuring meanings, feelings, intuitions and visual perceptions with regard to community leadership and Opportunities 2000, it was hoped that not only would the process give an accurate indication as to how people relate to an issue, but it would also foster creativity during the interview process as well as in studying and implementing the results.

The researcher believed that the open-ended nature of the questioning process would help to ensure that people's answers would not be preconditioned. When the questions were asked, people responded with their own ideas, the first things that came to mind, rather

than being biased by those answering around them. Their answers are documented as verbatim responses. When the final results are presented to participants it is hoped that they will be able to see their anonymous, individual answers in the report. This will provide them with a sense of ownership and involvement in the findings.

A unique aspect of this method is that people are asked to draw pictures. The pictures are quantified as part of the measurement tool. The researcher believes that visions are essentially visual in nature. By including people's imagery and visual meanings, an organization can create motivating and shared visions (Eidetics, 1993).

C. Study Conduct

Look→ Think→ Act - Cycle 1

Literature Review

The researcher conducted a literature review to develop an understanding of the nature of community, leadership and community leadership. A primary goal was to understand issues related to the development and building of community and leadership and, then, to see how community leadership so defined is applicable to communities in Canada today, especially in the Waterloo Region. This research was utilized as a basis for the development of focus group questions and methods. It was envisioned that the methods would not only solicit information but would lead participants to explore the issues of community, leadership and community leadership for themselves (Look and Think). This was deemed important by the researcher and staff since many members of the leadership roundtable and partners of Opportunities 2000 had not yet thought about the leadership structure beyond December 31, 2000.

The research tool was important as a method for learning and exploring the issues and possibilities as they related to the future structure of the project. More importantly, it was hoped that the tool would assist the leadership roundtable to act and design a leadership structure beyond the year 2000. This process was effective in that the leadership

roundtable put this agenda item on their February, 2000, agenda and asked the researcher to present his report. Furthermore, a partner in Opportunities 2000 has begun to inquire if they may be able to provide staff support to such a structure should it develop. The process was effective in assisting Opportunities 2000 to Look -> think -> and act.

Look → Think → Act – Cycle 2

National Learning Consortium

The findings of the literature review and best practice database analysis were used by the researcher to develop a focus group at the National Learning Consortium of Opportunities 2000 in November, 1999. This group was to explore the broader questions of community, leadership and community leadership. The group was designed to engage members in thinking about the relevant issues and in a discussion of the research and recommendations of the Opportunities 2000 partnership. The goal was to have them provide comments, first, on the meaning of community, leadership and community leadership for them and second, on a vision that has relevance for communities in Canada today seeking to reduce poverty. These comments were used as the basis for an exploration of how a community leadership model they envisioned could be promoted to other communities in Canada. This discussion was documented and will form the basis for a recommendation regarding national implications and research dissemination to sponsors and partners of Opportunities 2000. The learning consortium was thus asked to Look-> think -> and act.

Look → Think → Act – Cycle 3

Opportunities 2000

A review of relevant literature written about the Opportunities 2000 leadership roundtable to date was conducted to determine the fundamental nature of community leadership and the relevance of this literature for other communities. The researcher reviewed selected data including the terms of reference for the roundtable, selected

minutes of meetings, and an evaluation of the role and level of satisfaction of roundtable members by the University of Guelph. The researcher also held informal meetings with selected staff and the co-chairs of the roundtable to determine their needs and wishes. Their comments together with those provided by the learning consortium were used to modify the research tool and to provide a specific section on the future of Opportunities 2000.

A focus group with project staff, sponsors, partners, and volunteers of Opportunities 2000 was conducted to seek a collective definition of the fundamental nature of community leadership and its relevancy for communities today, most specifically its relevance for the Waterloo Region.

A second focus group was conducted with the leadership roundtable. Because of limited time, the researcher asked selected questions about community, leadership and community leadership and solicited no drawings for this section. The section focusing on the community leadership role of Opportunities 2000 was completed in full including a drawing that described participants' visions for such a role. Though not all the questions were asked, the researcher was able to modify the questionnaire to cover the most relevant questions regarding community, leadership and community leadership. The researcher is satisfied with the results and feels that he has adequate data to develop recommendations.

A report with recommendations concerning community leadership will be drafted and will be presented to the leadership roundtable of Opportunities 2000 for comments in March of 2000. Prior to this, a discussion regarding the relevance of the findings for the future impact and role of Opportunities 2000 in the Waterloo Region will be presented to a small group of staff and leadership roundtable members and the recommendations modified based on their reaction. The modified document will be used by the leadership roundtable to formulate recommendations to sponsors and partners of Opportunities 2000. Again the participants were engaged in the action research process to look-> think-> and act.

Look→ Think→ Act→ Cycle 4

In a further cycle, which is beyond the scope of the present study, the researcher will present the recommendations reviewed by the leadership roundtable to Opportunities 2000 partners and sponsors. The goal will be to solicit their comments and ideas regarding the research in which they were involved and to reach consensus on the recommendations or to modify the recommendations reviewed by the leadership roundtable. These comments and ideas will be presented to the leadership roundtable. With this information, it is hoped that they will approve a direction for Opportunities 2000 beyond December 31, 2000.

C. Project Deliverables

The most tangible deliverable from this research will be a final report presented to the leadership roundtable. The report will be the result of a dialogue among sponsors and partners of Opportunities 2000 focusing on the success of the Opportunities 2000 community leadership model. The report will help the leadership roundtable to determine the relevance of the Opportunities 2000 leadership model for the Waterloo Region. It is the hope of the researcher that the dialogue will result in a consensus among the partnership as to the future direction of the project. The Opportunities 2000 project will end on December 31, 2000. It is critical that the partnerships determine the next phase of the project a minimum of one year in advance. Should they decide not to continue the project, the report will be useful as they transfer the project responsibilities to other organizations in the region or as they plan a project ending. The final report will summarize the recommendations and desires of Opportunities 2000 sponsors and partners. It will include recommendations for the project with regard to current approaches. It is hoped that the leadership roundtable of Opportunities 2000 can use the report to enter into formal discussions about their desired future with project and funding sponsors.

The report will include recommendations covering the possibilities of expanding Opportunities 2000 in the rest of Canada. The researcher hopes that the process of engagement in the learning consortium could lead to a momentum in Canada for the replication of the learnings of Opportunities 2000 in other communities. The report will outline possibilities for such replication.

CHAPTER 4

STUDY FINDINGS

A. Focus group results:

In October and November of 1999 the researcher conducted three focus groups to understand the issue of community leadership and, in turn, to help form recommendations for the leadership roundtable of Opportunities 2000.

Respondents were limited to those able to attend the sessions.

- Thirty-eight people participated in the focus groups (learning circles).
- 8 or 21% represented the learning consortium.
- 11 or 29% identified themselves as primarily representing the leadership roundtable.
- 4 or 11% were staff.
- 15 or 39% identified themselves primarily as partners (some were also leadership roundtable members) in Opportunities 2000.
- The respondents were well educated with 89% having some form of college or university education.
- 87% were employed full time with 68% saying they were in some form of management position.
- 71% were under the age of 50 and 63% of the respondents were women.
- The researcher was only marginally successful in securing input from those living in poverty with 61% of respondents reporting a family income over \$65,000 and only 8% under \$30,000.

Focus group satisfaction:

Given that the researcher had hoped the focus groups would provide a forum for mutual learning, the respondents were asked to rate their experiences from one to ten and then to explain why they gave this rating. Of those who responded to this question the mean was

8 out of 10. This is considered to be a high level of satisfaction. Respondents used the following phrases to describe the process:

- Surprisingly effective at surfacing my views about leadership.
- Forces us to think about how we organize and why.
- Includes room for creativity and discussion.
- It's a shame more people were not there; a lot of critical discussion.
- Inspiring, self reflective, energizing.
- It enabled me personally to see that keeping "on track" and keeping focused produces results; helped distill my thoughts.
- The process/the facilitated journey helped to focus my mind and build on previous answers, very good to animate... to think about action.

Meaning Questions:

Meaning questions are asked to establish a base of self-understanding for the participants and second to help the researcher identify the key meaning systems of participants. Seven questions were asked of all participants. Five others were asked of those not part of the leadership roundtable. In addition, a variety of definition questions were asked to surface more detailed responses about leadership and community leadership.

Note: When data is compiled it is not intended that the tabulation add up to 100%. The answers are quantified by the number of times key words or phrases are mentioned by participants. One participant may mention two or three phrases when answering a question. The responses are tabulated as a percentage based on the number of times people mention the phrase, word or concept. When the percentage frequency distributions are calculated, the denominator is the sample or the number of respondents. The numerator is the number of times a particular phrase or theme is mentioned. Because they are open-ended questions, respondents can provide more than one answer to a question. Therefore, the sum total can be greater than 100% to a particular question. For detailed responses see Appendix 7.

1. Community:

Respondents were fairly unified in their understanding of community as working together or providing mutual support.

- Working together was described by respondents as “everyone working together to make a better place to live,” “sharing on an equal level with all voices included,” and “everyone working together to make a better place to live.”
- Mutual support was suggested to be “an organized group of people who care for each other,” “understanding and acceptance, people who care for each other,” and a “support system.”
- The breakdown of community was said to occur when people are feeling isolated and alone, when there is a lack of caring and support.
- This is in contrast to a caring community in which people are supporting each other and there is a sense of inclusiveness and sharing of opportunity.
- Community is built by increasing a community’s capacity through “services of equitable support systems that develop or help people and promote effective living, such as building relationships that create connections for people,” or through “creating the capacity for harmonious and healthy living.”

What does community mean to you?

- 42% Working together
- 32% Mutual support
- 18% Geographic area
- 18% Common good
- 16% Belonging

What does community building mean to you?

- 42% Increase capacity, infrastructure
- 26% Working together
- 21% Building relationships
- 10% Educating the community about community
- 10% Leadership and goal setting to build on strengths

What does community breakdown mean to you?

- 55% Isolation, individualism
- 34% Lack of caring and support
- 29% Conflict and hostility
- 18% Poverty

What does a caring community mean to you?

- 82% People supporting each other
- 24% Inclusive, sharing opportunities

2. Leadership:

The most common responses to the meaning of leadership were as follows:

- Leaders set an example and are role models. A leader was described as someone who was “committed to the well being of others” or had a “commitment to serving others” and as a “willingness to be first in.”
- A leader is someone who is willing “to come forward with ideas and champion them” and “to make choices and make the vision a reality.”
- Leaders know how to facilitate – “sharing of information,” “being able to engage the community,” and “being able to make connections in order to mobilize and energize people and process.”
- A leader has unique vision. S/he inspires people, and takes responsibility by “directing the process and people.”
- Participatory leadership was defined primarily as “people working together as a team” and “being inclusive by empowering others and soliciting their involvement.”

- Multiple leadership was seen as shared leadership. “People working together with more than one person leading” was often mentioned, as was team work and collective or consensus decision-making.

It is interesting to note that when people were asked, “What is the main role of leadership in communities?” their responses mirrored their meaning for leadership:

- Leading by example, inspiring and facilitating.
- Mobilizing of people and resources. This was often described as “acknowledging needs and mobilize resources to address them,” “building a movement,” “galvanizing support for issues and being the connective tissue which brings people together.” This concept is significant as it mirrors a key element of community leadership – mobilizing people around broad-based issues of community concern.

Respondents were asked a series of questions to further the understanding of leadership.

- The role of leadership in building creativity is primarily to listen and encourage; this was mentioned by 50% of the respondents.
- Creativity comes through listening and valuing the ideas of everyone and by encouraging people to act on those ideas and to take risks while providing the tools to get things done.
- Leadership develops a vision through facilitation. (40% of respondents.) Facilitation was defined as “lays some planks that others can build on,” “facilitates a holistic picture,” and “involves multi-stakeholders.”
- The role leadership plays in instilling values was most often described as leading by example and facilitating a values journey.

Respondents were asked to describe the main community role of followers.

- The majority (26%) said followers support leaders by providing input and building up other followers.
- 24% stated that to be a follower is to be a full partner by working alongside, to participate fully, and eventually to become leaders themselves.

3. Community Leadership:

The meaning of community leadership for respondents was most often seen as people taking collective responsibility for the good of a community. This was described as follows:

- “Engaging all members of the community in a process such as the working together of the business, government and voluntary sectors.”
- “Putting the community at the center of the work in order to build a better future.”
- Having the ability to inspire, engage or empower a community to take action.

What does community leadership mean to you?

- 61% Collective responsibility
- 21% Put the community first
- 18% Inspire, guide

Questions of multi sector participation and civic society were asked of select respondents as a way to further people’s thinking about community leadership.

- People saw a civic society as one that builds community and has democratic control.
- This would be evident when people are facing or dealing with issues collectively, caring for each other and taking responsibility for the outcomes of society.

The community leadership role in managing change was perceived by respondents to involve:

- facilitating and encouraging participation;
- “bringing people and ideas together in order to create linkages which will foster change.”

When asked for examples of community leadership,

- 68% provided examples which denoted community action such as
- kitchen table meetings in which people are planning the betterment of their community or

- multi sector roundtables (like Opportunities 2000) or community members organizing around an issue.

Respondents were asked to state the most important values for community leadership and then to share how these values are practiced in their communities.

- The most often stated values were inclusion (respect for others) (47%) followed closely by honesty and integrity (45%).
- In addition, respondents valued listening and openness, partnership, caring and understanding, courage and commitment.
- 32% of the time participants said these values are not practiced in their communities. Respondents stated that they often did not feel heard and that there seemed to be very little respect for diversity in their communities.
- One respondent shared her pain when she said, “There is not much of anything other than a vision of increasing profit for select few worthy citizens. I don’t see the receptiveness and sharing too often.”
- 32% of respondents said people had the opportunity to do things together. They saw “a collective of good intentioned people” and “a sense of common purpose and a generous spirit.”

Important values in Community Leadership

- 47% Inclusive
- 45% Honest and integrity
- 34% Listening, openness
- 27% Caring, understanding
- 24% Courage and commitment
- 21% Partnership
- 11% Humility
- 11% Vision, motivation

Respondents were asked to draw a picture that would describe the role, purpose or function of community leadership.

- A common theme in the pictures was that of people working together, often symbolized by circles or people joining hands. Drawings 1 and 2 are good examples of this.
- Words to describe these pictures most often focused on bringing people together (45%) for a common purpose and creating connections to make things happen.
- Another key theme was that of inclusiveness (see drawing 3). Phrases like “draw diverse groups together” and words like “everyone” were often used.
- Facilitation was a common theme. Drawing 4 is a wonderful visual description for the types of facilitation respondents are seeking. The consistent message is “facilitation that will grow people and communities.”

Respondents were asked about the feelings and emotions evoked by their drawings.

- Respondents used words like harmony, togetherness (37%) and hope, optimism, pride, and achievement (18%).
- All the words used to describe the emotions evoked by their drawings were positive.

Select respondents, those attending the learning consortium focus group, were asked to draw a picture that would describe their ideal vision for community leadership.

- Drawings 5 to 8 are good examples of the kinds of images drawn.
- In drawing 5, entitled “let’s all dance,” the respondent describes her vision for community leadership as “listening to the rhythms and enabling people to move to them.”
- In drawing 6, the respondent draws a picture which highlights citizens in the center with a shared multi-sector collaboration connected to them.
- Respondents used words such as collaboration and working together to describe the pictures.
- The words most often used to describe the emotions evoked by the drawings included community, solidarity, joy, and happiness.

Participants were asked to place themselves in the pictures and then to describe their role.

- The role of facilitator was once again mentioned, as was the role of advocate.
- Words and phrases such as encourage participation, sensitivity to all, building relationships were mentioned to define facilitator.
- When asked what key social or economic problems their vision would address, most mentioned that the basic needs of all people would be met such as food, shelter, clothing, employment, emotional and spiritual well-being, and housing. In other words, there would be no poverty. (See drawing 7 in Appendix 9 for a good visual description of this.)

4. Opportunities 2000:

A second set of questions was asked of Opportunities 2000 partner agencies as well as of leadership roundtable members (25 respondents). These questions related directly to the role and performance of Opportunities 2000 to date and a vision of the community leadership role Opportunities 2000 could play in the future. These questions were designed to help the researcher prepare specific recommendations to the leadership roundtable for a community leadership structure beyond the year 2000.

What does Opportunities 2000 mean to you?

- 48% Community action
- 24% Poverty alleviation
- 20% Creating Opportunities
- 20% Better future for people
- 12% New ideas

Participants were once again asked a series of meaning questions to establish a base of understanding.

- For the majority, Opportunities 2000 meant community action that was described as “a chance to make a difference” or “to enhance and build the capacity of the community.”
- For others it meant “working together with different communities” or “communities supporting each other to accomplish a goal.”
- When asked what the Opportunities 2000 staff meant to them, respondents used very positive words such as, supportive, helpful, dedicated and committed.
- They saw staff as organizers and partners in that development of ideas and projects.
- When asked what the leadership roundtable meant to them, they said it is a place to share and learn. They described it as a connection and a broad network of community members who provide guidance and direction for Opportunities 2000.

What does the leadership roundtable mean to you?

- 40% Share, learn
- 32% Connection, network
- 20% Guidance, direction
- 8% Caring community

Respondents were read the following Opportunities 2000 vision:

We envision the people of Waterloo Region who are living in poverty working with people from all sectors of the community to create opportunities which will reduce the region’s poverty rate to the lowest in Canada and in so doing generate learning’s and set an example for all Canadians.

They were then asked to rate the appeal of this vision from one to ten.

- They rated the mission with a mean of 8.1. This is considered an excellent rating.

- When asked why they gave this rating, respondents most often said because it was an appealing goal. “I can’t think of a better goal for my peers in this community!” stated one participant. Another said, “it makes you think, yes this is good, this is possible, it is clear and succinct.”
- About 30% of the respondents had mixed or negative feelings about the mission statement. Some of these respondents stated that the vision did not address sustainability. Others questioned whether the mission was even possible or realistic.
- Harsher critiques stated that the mission was a bit arrogant, that we should not assume we could influence the whole nation. Others felt that it promoted competition.
- When asked to suggest improvements to the mission, respondents gave contradictory suggestions from expand partnerships and broaden the scope to shorten and clarify the vision statement and narrow the scope.

Respondents were then asked to define the primary role of the partners, staff and leadership roundtable in fulfilling the Opportunities 2000 vision.

- The partner’s role was most often defined as working together to create action and results and to build awareness of the project in the community.
- The primary leadership roundtable role was to provide leadership, coordinate and direct. Other roles mentioned were, “to mobilize and motivate the community” and “to facilitate by supporting initiatives making connections and filtering ideas.” Some mentioned that it was the leadership roundtable role to track progress and evaluate the project.
- The role of staff was to support the partners by providing them with assistance where needed, information and administrative support. Respondents also felt that staff were charged with “making it happen” by developing an action plan, doing the leg work and keeping the momentum going and vision focused. For some, staff were to act as facilitators and coordinators by creating linkages and coordinating the work needed to fulfill the mission.

The primary role of the leadership roundtable in fulfilling Opportunities 2000's vision?

- 64% Leadership, coordinate, direct
- 36% Mobilize
- 28% Facilitate
- 20% Track, evaluate

Staff, partners and the leadership roundtable were asked to rate the performance of the Opportunities 2000 partnership.

They were asked to rate performance on a scale of one to ten. Respondents gave the project a mean of 7.1. This is a satisfactory rating.

- When asked why they gave this rating, they most often said “the results produced by the project had not met their expectation.” Some mentioned “a need for more tangible results.” Others said “our goals are in sight but still too early to tell.”
- An almost equal number of respondents felt that they were doing a great job. They defined this as “personally you have inspired me to respond to your call and have provided excellent support.”
- Others said the partnership “has given our organization excellent support.” It has done “excellent work with community based organizations but we need to now concentrate more on other sectors.” It is “doing a great job but now we need to connect with existing infrastructure to ensure sustainability of vision.”

When asked to make suggestions as to specific performance improvements Opportunities 2000 could make,

- Most often respondents stated that it must provide more of a voice for low-income people. This was to be done by effectively integrating low-income people into the leadership of the project and by listening more to people in poverty.
- A number of other suggestions were made including getting results by creating more opportunities for people that would lead to a reduction in poverty.
- A long-term plan was seen as important to some as were more links to business.

Respondents were asked to draw pictures that would describe their ideal visions of the community leadership role Opportunities 2000 could play. The pictures were filled with many inspiring colors and often in patterns.

- In drawing 9, entitled “Creating a Mosaic of Connectedness,” vibrant colors and interlocking grid patterns are evident.
- In drawing 10 entitled “Think and Act,” one sees a different pattern but a similar theme.

When asked to describe their ideal vision for the community leadership role of Opportunities 2000, respondents mentioned the themes of connectedness and partnerships.

- They defined this as “linking many different backgrounds and solutions in the mutual goal of community building,” “being a connector/paving the way to solid partnerships,” “inviting others to become involved and bringing all parts of the community together to tackle poverty.”
- Others had a vision of mobilizing and facilitating described as “mobilizing the community/business/services/ to take action,” “being a source of motivation and nourishment for a more humane community,” “rolling up sleeves and leading by example.”
- When asked for words to describe the feelings and emotions evoked by their drawings, respondents used words like cooperation, togetherness and unity. Others mentioned security, determination and commitment.

Participants were once again asked to place themselves in their pictures and to describe their roles.

- Most described their roles as “contributing,” which they viewed as “making a better community for my family and my community peers,” “being one of many hands,” “involving business in Opportunities 2000,” and “being a team player.”
- One respondent said “I am a partner, a part of the solution, a contributor.”

- For others the roles of facilitator and connector were mentioned and defined as “a recruiter, one of the linkers... maybe illustrating this for others,” and “a positive connection.”
- Some described themselves as leaders and as a community leader.

Respondents were asked what major issues their vision would help overcome.

- Almost everyone stated it would reduce poverty, hunger and homelessness.
- Others hoped it would create further opportunities and improve tolerance and inclusion.

Respondents were then asked to state what were the most important things Opportunities 2000 could do in the coming year to work towards the ideal vision. This question was the first of three future-oriented questions which would allow participants to give input into priority activities for Opportunities 2000 that would position it for sustainability.

- The majority of respondents stated that Opportunities 2000 needs to broaden its support. It needs to “get involvement from public-at-large,” “create possibilities and responsibility for the business sector,” and “produce tangible results that can inspire more organizations to take action and perpetuate the Opportunities 2000 vision.”
- The development of a sustainability plan was mentioned. We need to “provide a permanent structure and develop a sustainability plan” and “work towards some form of sustainability.”
- The importance of communication was highlighted by respondents. We need “more talking/sharing of ideas/visions on how to reduce poverty rather than just relying on projects,” “more program evaluation, more shared learning and sharing information with all.”

Most important things to do in the coming year:

- 68% Broaden support
- 20% Communication
- 20% Sustainability plan
- 3% Create jobs

Participants were then asked, "Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue 3 years from now." The question was then repeated for 10 years hence.

Most important things we can do to ensure Opportunities 2000 will continue 3 years from now.

- 64% Committed partners
- 20% Education, tell the story
- 16% Strategic plan
- 12% Results

Most important things we can do to ensure Opportunities 2000 will continue 10 years from now.

- 28% Leadership
- 20% Partnerships
- 20% Develop a model
- 16% Legislation
- 12% Education

- The respondents were clear -- "to ensure the continuation of the work Opportunities 2000 has begun, there is a need for committed partners." Many suggestions were made as to how this could happen, including the following: "develop a leadership roundtable-like structure including a funding component for the long term;" "relinquish ownership and pass it back to the community, make it truly community based;" "develop the leadership base of participants, foster leadership and partnership within and between the partners;" and "ensure sectors are well connected and have formed a strong, committed partnership."

- The importance of education was highlighted. “Develop a document telling our story.” “Inform the larger community, province, and country of your efforts.”
- A need for a strategic plan was mentioned by some. “Create an action plan for all stakeholders and get committed people who plan ahead 3 years” and “develop a strategic plan for continuation, define plan for next 3 years.”

When asked to focus on the long-term (10 years), respondents gave the following suggestions:

- The importance of the partnership was once again highlighted, as was the development of leadership and a leadership structure to maintain the momentum.
- Some respondents suggested that a model be developed which would, “expand the mandate across Canada” and “develop a model of community building that is unique, effective and easily transferable to other communities in the country, internationally.”
- The importance of legislative change by governments was also highlighted.

B. Preliminary Conclusions

1. Community

Community was something respondents did or received in contrast to somewhere they lived. Community was most often defined as involving “working together” and “mutual support.” Interaction with others in a purposeful or meaningful activity creates the sense or feeling of community for people. This feeling is most pronounced when people are either able to receive or give mutual support. This is in contrast to the way people experienced community breakdown. Community breakdown means isolation or individualism. People experience loneliness and little collective purpose. Eighty-two percent of respondents defined a caring community as people supporting each other. Twenty-four percent defined it as inclusiveness and the sharing of opportunities. It is through people being together, working together and providing support for one another that community is formed.

To build a caring community is to first create an infrastructure in which people feel they are cared for and supported. Respondents saw this as “capacity building” or “building an infrastructure of support systems.” This is critical if people are to work together and build relationships that form community.

These findings are significant. They make it possible for the researcher to understand community leadership better. Community leadership can only take place where there is community. When people are feeling isolated and there is a deep sense of individualism they do not wish to work together for the common good. For community leadership to develop, it is imperative that people work together and support each other. This is the essence of community. It is the heart of community leadership.

2. Leadership

The meaning of leadership provided by the respondents was striking. For 47%, a leader leads by example and by being a role model. Another 40% said leaders are good facilitators. This is a far cry from the picture that is so often provided to us of the charismatic, self assured knight on a white horse riding in to solve problems. The leader as a role model was seen as someone who has a deep empathy for the well being of others, who puts the community first and who serves others. Facilitation, especially as defined in the context of community, is a primary task of leadership. The leader must share information, make connections and energize the community to act. To build creativity, the leader has to be a good listener and encourage and value the ideas of others.

The respondents have provided valuable insights into the role of leadership in the development of community leadership. The leader is not someone who has all the ideas or someone who people follow because he or she is charismatic. Rather, the leader is someone people are engaged by. He or she leads by example and has a deep caring for the needs and wants of others. Leaders have the ability to involve many stakeholders and help them find a common direction or purpose that makes them effective. This understanding of leadership is consistent with the researcher’s understanding of building

community. Leadership is something that supports people in community and has an essential role to play in making it possible for people to work together and support each other in their activities.

3. Community leadership

Community leadership is observed most often when people take collective responsibility for the common good. This was again highlighted by respondents when they were asked to define civic society. Civic society meant community control and collective responsibility for outcomes.

The most important values in community leadership were both affirming of and consistent with respondents' views of both leadership and community. The values of inclusivity, honesty and integrity, listening and openness, caring, understanding, courage, partnership, humility and vision were all expressed. Respondents provided many thoughts and feelings in their comments on values and community leadership. This in itself is important because values are at the heart of community leadership. Respondents implied that they "followed" values more than leaders.

The four pictures selected to represent the role of community leadership and the four representing the vision for community leadership provide important insights into respondents' understanding of the fundamental nature of community leadership. The following list of the titles of pictures supports this point.

Important insights into the fundamental nature of community leadership:

- Listen to the rhythms and enable people to move to them.
- Connect and encourage people.
- Be inclusive, tolerant and affirming.
- Bring diverse groups together to address problems and opportunities.
- Provide equal opportunity for all.
- Foster an atmosphere of change.
- Share. Have citizens from many sectors at the center.
- Connect. Bring together resources, mobilize and energize.

(Please see pictures in Appendix 9)

These eight pictures show us how community leadership really works in communities. They express patterns of connectedness and reciprocity that are mixed with actions and deep values. They are often messy and yet surprisingly organized. They are complex and yet simple, similar and yet unique. Together they help us understand the fundamental nature of community leadership.

C. Study Conclusions

Community leadership cannot exist without community. When expressed in community, leadership has a distinct tone of collectivism. The leader is a servant in service to the community. The leader exemplifies the best in the community and can lead not by position but by example and facilitation.

Community leadership is based on values. There is no more profound way to express its fundamental nature. Values are evident when people express the way they want to live together. Values make it possible for community leadership to exist. Community leadership transforms values into action.

Community leadership is about collective purpose. It implies a strong desire for the collective good. This desire leads people to action whenever they see or experience that which is contrary to the collective good. Community leaders are given the legitimacy to act when the community believes they will do so for the collective good.

Community leadership is evident when people engage together through shared values in a collective purpose for the good of their community.

1. Opportunities 2000

How is this kind of community leadership relevant for communities today? The study of Opportunities 2000 and the community leadership role it is playing and can play in the future is an important point of beginning as we answer this question.

Opportunities 2000 was designed to evoke community leadership in order to focus the community's efforts to reduce poverty. It was felt that a linear program emphasizing direct service was not the answer. Regardless of how well such a program was organized it would do little to reduce poverty.

The respondents saw Opportunities 2000 as community action. It gave individuals a chance to make a difference by building the capacity of the community. It gave them a chance to express community leadership – to work together in collective purpose for the good of the community. Opportunities 2000 is not just a process for learning and talking about poverty. It is a place where people can do something about that which they believe in.

In the leadership roundtable, members can experience community and collective purpose. They come together to share and learn, to connect and network. The roundtable gives people a center point, a point of reference as they work to alleviate poverty. Without the leadership roundtable there would not be a way to define the values and goals of the project. To the broader community it is seen as the keeper of the purpose. It provides direction and guidance to the movement.

Opportunities 2000 has been able to make its mission accessible to the people. They understand and believe in that mission. The reason to have a mission in community leadership is to represent both the values of the organization and to define its vision, in other words to define the purposefulness of the project. It is clear that most, but not all, participants are engaged by the purposefulness of Opportunities 2000. There are those who struggle with it, who feel the purpose is arrogant or too narrow. These voices must be listened to if Opportunities 2000 wants to engage the full community in its work.

The defined roles of the leadership roundtable, staff and partners are well understood and for the most part consistent with actual behavior. Opportunities 2000 has found a way to engage many diverse people. It has found a place for all sectors of the community. People are generally positive about the leadership in Opportunities 2000. They think leaders in the organization are supporting rather than controlling the process.

People were able to define a future role for Opportunities 2000. This is a positive signal. It implies support for the performance of the roundtable. It also implies that people can engage in purposefulness around the issue of poverty in the Waterloo Region. In community leadership people must be able to see how their involvement can make their community better.

When asked what needs to be done to ensure that purposefulness will continue beyond the formal time frame given for the intervention, people were less concerned with the staff and structures of the project than with the partnership. The most important thing they felt needed to be done in the coming year was to broaden the partnership. In most cases this meant including people in poverty and business, parts of the community they felt had not yet been fully engaged. The second most important thing was to communicate and to tell the story of Opportunities 2000 in order to bring more people into the process and to spread the purposefulness and results of the project further afield. Third, people wanted to do more planning. They wanted a plan to ensure that they would remain organized and focused and that the work would be sustained. Once people sense the importance of living their values in common purpose, partnership takes on a critical meaning.

As noted above, community leadership cannot exist without community. It is the desire for community and the love of community that makes people act. A desire for community does not build community. Rather, when people interact with others in a purposeful or meaningful way, they sense they are “in community.”

Community breaks down when people feel alone and are surrounded by individualism as opposed to collectivism. It is by supporting each other that people experience true (caring) community. When they act through collective purpose for the collective good, people feel supported and cared for. They believe that if they work for the common good, the common good will work for them should they be in need.

This is relevant for communities today in that caring cannot happen in isolation. People must act not for their own good but for the collective good if they are to establish truly caring communities. In order to create community leadership, we must recognize that people's desire for community is at the heart of their involvement in a collective process to create a common good. Community leadership must provide the opportunity for collective action so that people can feel a sense of belonging in a community. Once people are involved, they can create caring partnerships with others. It is the very process of caring for and being cared for which builds community.

When expressed in community, leadership manifests a collective spirit in which the leader is a servant, in service to the community. Leadership is as often a process as it is an individual. Either way, it must exemplify the best of the community. Leaders must lead not by position but rather by example and facilitation. Leaders should not only care for the situation which they are pursuing to correct but must have a deep caring for the entire partnership which they have engaged. The leader thus acts in service to others by facilitating a process in which people act and interact, where they care and are cared for.

This is relevant for communities today as they attempt to develop leadership that will build effective and caring communities. First, community leaders will need to learn that leadership is not about a leader taking responsibility for getting things done. Rather, it is about engaging the community to act. Community leadership develops when partners are encouraged and supported to gather in a common purpose to build their community. The primary role of the leader is to identify purpose that can lead to community. As one respondent put it, leadership is "listening to the rhythms and enabling people to move to them." Second, a community leader will need to learn that leadership by example is

paramount to those within a partnership. It is the example of leadership that engages people. The community leader shares information about what others are doing and highlights these as examples of what needs to be done. Third, a community leader will need to learn that leadership is about facilitating connections. This connectivity creates a synergy of response and produces the desired results. A “mosaic of connectedness” occurs, as one respondent put it. Fourth, a community leader needs to learn that providing support to the people who have acted collectively is key to helping them act and to ensuring they feel the true sense of community and mutual support. Fifth, the community leader needs to learn the importance of values in motivating people to act.

Community leadership is values. There is no more profound way to express its fundamental nature. Values, expressed in the way people want to live together, enable community leadership to exist. Community leadership is the essence of such values in action. The values of inclusiveness, honesty, integrity, listening, openness, caring, understanding, courage, partnership, humility and vision are fundamental to an understanding of the place from which community leadership arises. The desire to see these values lived out in their community motivates people to take leadership.

This is relevant for communities that strive to solve local problems and build healthy communities. People do not fundamentally act out of self-interest but have a desire to see their values included in community development. When decisions are made for purely economic or political reasons, people will react negatively unless these goals are grounded in the values of the community. When community leaders want people to act, it is important that they relate the action or purpose to the values of the people they hope to engage.

Community leadership is also about collective purpose. A strong desire for the collective good leads people to action whenever they see or experience that which is contrary to the collective good. More importantly, what gives community leadership the

legitimacy to act is when a community believes that the proposed response is for the collective good.

This is relevant for communities that try to engage citizens in civic society responses. Community leaders do not take leadership but are allowed to lead when what they are proposing is viewed as for the common good of the community. In a healthy community, people are not threatened by the common good because they value collective purpose. This is important particularly for political leaders who can severely hinder community process when they believe that the common good is defined by elections alone.

In conclusion, the nature of community leadership is found in a community of people engaged through their values in collective purpose for the good of their community.

CHAPTER 5

RECOMMENDATIONS

The following recommendations for the future success of Opportunities 2000 arise from study findings and conclusions discussed in Chapter 4.

1. Broaden the partnership

Respondents to the study had no doubt that the partnership needs to be stronger and broader if Opportunities 2000 is to achieve its desired goal. Sixty-eight percent of respondents felt that broadening the partnership was the most important thing Opportunities 2000 should do in the coming year. The following initiatives would help ensure this will happen.

- **Significantly increase resources to involve people in the project who have experienced low income. This is a fundamental desire of the partnership and cannot be ignored. The inclusion of low-income people in the leadership roundtable and sector working groups is critical, as is the expansion of the Community Action Team. If possible, a full-time staff person should be allocated to this effort. This staff person should have significant experience organizing low-income groups and preferably be living on a low income him/herself. This recommendation is made to give the overall network a sense they are part of a whole community rather than just a piece of the community trying to do good for or to others.**
- **Significant resources are going into recruiting opportunities from business people. This is critical to the partnership. The need to secure partnership agreements from these businesses cannot be overstated. Voluntary sector partners were required to sign partnership agreements in order for them to commit publicly to the work of Opportunities 2000. This same requirement should be made of businesses getting involved. This is a critical way to ensure that the business sector feels part of Opportunities 2000 and that the rest of the community accepts them as such.**

- **Increase the number of celebrations in the next year. These celebrations can focus on planning exercises, giving awards for opportunity makers, or providing a time for people to meet each other and network.**
- **Encourage leadership roundtable members to get to know each other better. A one-day retreat could facilitate this greatly.**
- **Ensure that partners are feeling supported. Find unique ways to offer this support such as a fundraising seminar for projects funded under HRDC. This could be held with the local funders committee in town. Frequently ask partners how we can help. Note their needs in the newsletter and consider forming a multi-sector working group which will address these needs as community issues.**

2. Lead by example, facilitate action

The Opportunities 2000 partners have the ability to make many wonderful things happen with or without Opportunities 2000. The advantage of being part of Opportunities 2000 is that they are able to coordinate their efforts. The role of Opportunities 2000 is not to control the process but rather to facilitate the natural process of leadership among the partners.

- **The leadership roundtable is critical to the future role of Opportunities 2000. It is a key symbol for leadership in the project. A decision must be made shortly as to whether the roundtable will exist after December 31, 2000, and in what form.**
- **What will be the composition and role of the roundtable?**
- **Who is the roundtable accountable to and how will the roundtable facilitate this accountability?**
- **How will the roundtable enact its role – through staff?**
- **How long will the roundtable exist and what will be its outcomes?**
- **If there are members who are not attending or contributing in a significant way they should be asked to change or to leave the roundtable. The example the roundtable wants to uphold is that of action, commitment and initiative.**

- The leadership roundtable needs to tell its collective story to the community. Profiles and activities of leadership roundtable members should become a regular feature of the newsletter, as should a summary of the roundtable meeting minutes.
- Awards should be presented in a formal and public way as important examples of organizations taking leadership. If change is a priority for the roundtable, an award should be designed for this. The opportunity-maker award could have various categories.
- The partnership is very large. The leadership roundtable must consider how it is going to support this large network. Currently staff perform a tremendous amount of work. Secondments are beginning to take on this function and may very well be the vehicle for full-time personnel support. This issue is the responsibility of the roundtable.

3. Promote community leadership values

The community leadership values discussed in Chapter 4 were extremely important to respondents. We must find ways to promote these as the values of the Opportunities 2000 community.

When writing profiles of projects, newsletters or stories of people taking leadership, questions pertaining to these values can be highlighted. We can make sure that when we document the project we look for stories that promote inclusiveness and integrity.

- The leadership roundtable should spend a day on retreat exploring their values in the context of community.
- The importance of inclusiveness to Opportunities 2000 cannot be over-estimated. This is a primary reason that the involvement of low-income individuals present at the leadership roundtable has become so important. The multi-sector aspect of this project promotes mutual responsibility in which partners see the entire community involved.

4. Promote collective purpose

The community has allowed Opportunities 2000 to exist and to take leadership on the issue of poverty reduction. Waterloo Region is a healthy and vibrant community that promotes and embraces leadership. It is important to recognize this.

Partners in Opportunities 2000 need to have a deep sense of collective purpose. This collective purpose is the key motivation for action and the glue that keeps the partnership together.

- The leadership roundtable should not simply continue on. Rather, it should become a new project with a new name, mission and mandate. People have bought into a vision that was slated to end in the year 2000. If the partnership is to remain committed, it must be asked to recommit. This will promote collective action and lead to a renewed sense of purpose.
- Involve the partnership in any decision to continue the project. A public endorsement will be critical to this continuity.

CHAPTER 6

FUTURE RESEARCH

As a result of this project, the researcher has been able to explore the fundamental nature of community leadership and its application for communities today. The research results have provided insights into the question at hand and have also presented possibilities for future research.

A. Future Research

- The application of community leadership is often more telling than the literature on the topic. This research was limited to the example of the Opportunities 2000 project in the Waterloo Region. Further research would seek to identify how community leadership is practiced in a diversity of projects that address community issues. A comparative analysis would examine projects that have multi-sector involvement and broad-based partnerships in common. The research tool in Appendix 6 would be applicable with only minor modifications. The researcher would be particularly interested in analyzing the following projects in comparison with Opportunities 2000:
 1. The Healthy Communities movement in Canada is employing multi-sector and broad-based partnership in its work.
 2. The Ontario Rural Council has also incorporated a multi-sector response to issues of concern in rural Ontario.
- The question regarding civic society was touched on in this research but much more could be done. The issue of encouraging citizens to act locally for the common good is relevant to the research. Opportunities 2000 has often been considered a “civic society” response and would thus be useful as a case study in a more in depth study of civic society.
- The scope of this research project limited the number of people who could be involved in the focus groups. The involvement of more people would make it possible

for the researcher to compare responses by sectors. Would there be a different response from the business community than from the voluntary sector?

B. Lessons Learned

The researcher attempted to remain true to the intent and scope of the major project as presented in the major project proposal. Given the nature of the project, the researcher was constrained by the changing needs of the research sponsor and by the availability of resources. The following issues are helpful to consider in any future research:

- The research question, though of great interest to the researcher and the project supervisor, was not as applicable to the project as it could have been. I believe that any action research question should address the specific needs of the organization. In this way the work will be focused from the beginning. For this reason, a question was added to the research which focused the study and made the report easier to write (What community leadership model could Opportunities 2000 implement to ensure that its poverty reduction work would continue beyond December 31, 2000?).
- The organization's needs evolved as the researcher asked questions and included people in a learning process. In this case the researcher was to look at the issue of community leadership and highlight key learnings. As the research unfolded, the organization saw the need for the key application and learning on the issue of community leadership to influence the leadership issues for the project. Consequently, the organization's need was for the researcher to make specific recommendations for organizational leadership rather than more general recommendations for developing community leadership employed by project partners.
- In the original proposal, the researcher suggested many areas to explore, compare and contrast. Originally, the desire was to review substantial volumes of information from the United Nations, the Trillium Foundation and the Imagine Awards. This was not completed since the amount of material would have made this aspect of research a major project in itself.

- It was hoped that the research findings could be validated in the context of a national experts leadership group. This was not possible, as the potential funder for such a gathering had sponsored a national forum on a related issue within the same time frame as this project.

C. Program Learning Summary

This summary of program learning is based on the accompanying detailed version found in Appendix 8 which provides learning results utilizing Royal Roads University standard formats.

This major project has provided me the opportunity to address a question that has perplexed me for the past ten years: “how do leaders lead other leaders?” This simple question led me to study community leadership. The research has increased my understanding of ways in which leadership is dynamic and constant. It cannot be controlled. Rather, it should be engaged. I have become fond of the statement, “we need to find ways to create lots of leadership in communities and create systems in which multiple leaderships co-exist with a common purpose.” This I believe is my major learning and an important breakthrough in my personal development.

I have observed this personal learning in a variety of recent conversations and debates. I have stopped thinking about only win or lose results or about ways to protect systems and structures. I am attempting to open up process and to make it fluid and inclusive. I believe this is the result of a deeper understanding and confidence in the systems that lead people to work together and allow people to lead.

This major project has given me the opportunity to improve my research and writing skills and increase my confidence to do so. I have also improved my skills in reading and synthesizing thoughts and issues. I have learned to design and conduct primary research using an academically rigorous process, proven research methodologies, and ethical research standards. This major project was a wonderful journey in which academic

learning and personal growth were equally enhanced. It is process that I enjoyed tremendously and will remember as a positive and worthwhile experience.

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Appendix 1

LRT Terms of Reference

The Leadership Roundtable - Concept and Practice

In order to achieve *Opportunities 2000*'s ambitious goals, CODA and its partners will pursue a strategy of "Leadership" that will focus on creating an enabling environment for poverty reduction efforts. This will be accomplished by expanding the "clout" of CED in the region using a Leadership Roundtable composed of influential leaders to educate and mobilize the broader community in support of poverty reduction.

The Leadership Roundtable

In order for any sustained program of poverty reduction to be successful, the community must be made keenly aware of the problem and be prepared to become involved in the many initiatives that will soon follow. To this end, CODA and its partners will create a Leadership Roundtable composed of influential community leaders to undertake a multifaceted campaign to create community support for poverty reduction through an education campaign, provide focus for local efforts through strategic planning and provide concrete examples of poverty reduction initiatives through various projects that ask the broader community, "What Can You Do to Reduce Poverty?" The net result of the Roundtable's efforts will be a broader appreciation of the nature and scale of poverty on the part of community residents, as well as the undertaking of concrete initiatives that will, directly or indirectly, result in a reduction in the region's overall poverty rate.

As important as the Roundtable's major activities is the composition of its membership. To be successful, Roundtable members require a combination of knowledge of the issue, the skills to reduce poverty and sufficient influence within the community to mobilize a broader effort. As such, 40% of the Roundtable members will be leaders from low-income communities, people who can voice the experience of being unemployed and in poverty and in turn mobilize community members to create their own economic opportunities.

The Leadership Roundtable

Creating an Enabling Environment Through:

- *Education*
- *Partnership*
- *Planning*
- *Projects*
- *Systemic Change*

Another 40% will be selected leaders from the business sector, entrepreneurs with a proven track record of creating opportunities. The remaining 20% will be drawn from professionals from other sectors (government, labour, funders) required for their technical skills as well as their influence within and beyond the community.

The Leadership Roundtable's activities are explained below.

i. *Education*

In order to encourage local groups to undertake their own employment and income generating initiatives and to encourage the broader community to support such initiatives, the Leadership Roundtable will undertake a three-year education campaign.

Beginning in early 1998, a core group of influential CODA supporters, both leaders of the business community and those representing low income groups, will initiate a series of "Lunch & Learns" aimed at leaders and organizations representing all spectrums of the community to inform them of the poverty situation in the region, the details of *Opportunities 2000*, and encourage them to participate in the project either by undertaking their own poverty reduction projects, or supporting the efforts of other organizations undertaking theirs.

Also planned for 1998 is a speaker series on successful community initiatives to excite the community about the possible responses it might employ. These two day events will include an evening speaker session and social functions with community leaders, followed by 1/2 day "How-To" workshops outlining the practical steps in implementing and completing successful projects. Some of the initiatives and speakers that may be presented are:

1. Ben & Jerry's Ice Cream, the well-known ice cream producer/retailer that establishes partnerships with community organizations providing training to the long-term unemployed;
2. Arthur Donner, the respected Canadian economist and author of a report outlining opportunities for shortening the work week in order to create more employment;
3. Nancy Neamtan, Executive Director of RÉSO, a successful community economic development organization in Montreal;
4. Mike Lewis, Executive Director of the Centre for Community Enterprise, and one of Canada's foremost specialists in CED;
5. Ongoing presentations of the successes and lessons learned generated by *Opportunities 2000*.

In addition to providing an important education and animation function, the speaker series will also officially introduce the project to the community. In May 1998, the Leadership Roundtable plans to host the Ben & Jerry's Ice Cream Social, the first evening event to which community leaders and the press will be invited to meet one of North America's foremost "social entrepreneurs", learn more about *Opportunities 2000* and officially launch the Leadership Roundtable. Effective promotion and dissemination will be critical to the success of this portion of the project. As such, in addition to ensuring extensive press coverage of the project, the Leadership Roundtable and Development Unit will produce a semi-annual newsletter and hold an annual celebration of CED for project partners.

ii. *Strategic Planning*

In order to guide its efforts in forging a more supportive environment for low-income persons to create their own economic opportunities, the Leadership Roundtable will undertake a strategic planning exercise from January to March 1998 that will identify the obstacles to reducing poverty within the region and how they might be overcome.

In contrast to conventional strategic plans, the Roundtable's strategic plan will not be heavy with process and laden with details, it will be a transparent one, emphasizing practical solutions to overcome poverty. "10 Ways to Reduce Poverty", a three-month project, will focus that effort. Beginning in January 1998, the Leadership Roundtable will sponsor a series of roundtable workshops with local residents and leaders to identify the 10 major barriers facing the unemployed and low income persons/families in creating their own economic opportunities. The Leadership Roundtable will select action plans in an effort to overcome these obstacles.

The length of time required to implement various action plans and the manner in which this is done will vary with each direction. In order to improve the accessibility of public transportation between the region's major cities (and jobs), for example, the Roundtable may opt to undertake a simple lobbying campaign with local government. On the other hand, expanding the pool of accessible capital for low-income entrepreneurs may require multiple initiatives such as lobbying local financial institutions to soften their lending criteria, encouraging local residents to invest in existing community loan funds and working with governments to loosen up the regulations that make owning a business problematic for social assistance recipients.

iii. *"What Can You Do?" Projects*

While the intent of *Opportunities 2000* is to assist community groups to develop projects that directly create opportunities for their own membership, CODA and its partners recognize that many of the factors underlying unemployment and poverty lie out of the control of people on low income, and are rooted instead in the structures of the changing economy. As a result, the Leadership Roundtable will identify and pursue 3-5 projects that address the systemic reasons underlying unemployment and poverty.

The range of projects the Leadership may choose to pursue is wide. For example, one currently in the planning stages, *10% for 2000*, will encourage local employers to commit to hiring up to 10% of their new employees from low-income groups and provide them with adequate training to ensure success in their new employment. Another possible initiative is to work with local banks and corporations to dramatically expand the pool of capital accessible to low-income entrepreneurs.

The Roundtable's projects will be made highly visible to show local institutions and residents that small changes in their everyday decisions and behaviour can create direct and indirect economic opportunities for low-income persons and families.

Workplan for Leadership Roundtable (1998)

- December: - Fax guidelines to Rick Brock and Pat Henderson to approve terms of reference.
 - Send out Christmas letter to those consenting and provide fax back sheet re: meeting times.
- January 5th: - Send out invitations to members.
- January 28th: - (Wednesday) First Meeting – reception
 - Agenda: Organize and establish for 1st meeting.
- January: - Recruit 3 members – “Leaders in the Poverty Community” to the Roundtable for the meeting.
- February: - Have first official meeting.
 - Agenda: 1. Seminar on Local Poverty – Caledon
 2. Planning the Public Launch
 3. Adopting Workplan for 1998.
- April: - Launch Month
 - Second Meeting
- June: - Third Meeting
- September: - Fourth Meeting
- November: - Fifth Meeting

Leadership Roundtable Opportunities 2000

Term

Rick Brock, Co-Chair
President, S-S Technologies

Work: Home:
Fax:
Email:

Pat Henderson, Co-Chair
Pat Henderson & Associates
10 Niagara Rd, Kitchener
ON, N2B 1T2

Work: 579-8801 Home:
Fax: 579-6142
Email:

Paul Born, Lead – Opportunities 2000

Executive Director, CODA
35 Dickson St., Cambridge
ON, N1R 7A6

Work: 623-9380 Home:
Fax:
Email: pborn@bond.net

Sean Strickland

Executive Director, Food Bank of Waterloo Region
350 Shirley Ave, Kitchener
ON, N2B 2E1

Work: 743-5576 Home:
Fax:
Email:

Bob Irwin – Community Representative

Jim Gordon

Vice-President, The Royal Bank of Canada
30 Duke Street West, 8th Floor, Kitchener,
ON, N2H 3W5

Work: 575-2205 Home:
Fax: 575-2247
Email:

National Advisory Board
Opportunities 2000
Proposed Members

Organization

Robert Caldwell	Robert Caldwell Capital Corporation
Charles Pascal	Atkinson Charitable Foundation, Former Deputy Minister of Education Ontario
Alan Broadbent	Avana Capital
Martin Connell	Calmeadow Foundation
Lyn Toubin	Former Executive Director – NAPO
Peter Maurice	Former Chair of Canada Trust
Bryan Davies	Senior Vice-President Royal Bank of Canada
Bob Vokey	J.W. McConnell Family Foundation
Mike Lewis	Centre for Community Enterprise
Bob Rae	Former Premier of Ontario
Ken Battle	Caledon Institute of Social Policy
Nancy Neamtan	RÉSO

Role of National Advisory Board

- ◆ To keep informed of ***Opportunities 2000*** by receiving semi-annual and annual reports, newsletters, research, etc.
- ◆ To lend their names and, with such, credibility to ***Opportunities 2000*** in Canada.
- ◆ To “open doors” and assist in influencing key decision-makers, through the contacts they have, on issues they believe in as they relate to ***Opportunities 2000***.
- ◆ To meet periodically as a national roundtable to discuss the state of poverty in Canada and give direction to ***Opportunities 2000*** efforts.

OPPORTUNITIES 2000
Leadership Roundtable
Terms of Reference

PREAMBLE

The Leadership Roundtable is a volunteer body that will supervise and direct all activities of Opportunities 2000.

The Roundtable will have the critical function of generating community support for poverty reduction through an extensive public consultation and education campaign. The Roundtable will be a forum in which to discuss broad issues as well as to decide on key strategies, projects and approaches to poverty reduction. Staff and volunteer support will be available for all Roundtable activities and its members.

Meetings will be focused and action-oriented, with administrative responsibilities handled by staff.

Roundtable members will focus on learning about poverty reduction and developing strategic responses to address it. Much of the work generated by these meetings will be diverted to task-specific working groups comprised of Roundtable members and community volunteers where appropriate.

THE OPPORTUNITIES 2000 GOAL

To reduce the number of low-income families in Waterloo Region by 2,000 and in doing so create the lowest level of poverty in Canada.

THE OPPORTUNITIES 2000 VISION

We envision the people of Waterloo Region who are living in poverty, working with people from all sectors of the community to create opportunities which will reduce the region's poverty rate to the lowest in Canada and in doing so generate learnings for and be an inspiration to all Canadians.

ROUNDTABLE COMPOSITION

The Roundtable will be composed of business leaders (40%), leaders in low-income communities (40%) and community leaders (20%). The number of roundtable members is yet to be determined. Candidates for membership on the Roundtable should possess: a positive, can-do attitude; significant life experience; and a willingness to learn from each other.

ROUNDTABLE OBJECTIVES AND ACTIVITIES

a. raising awareness and creating leadership commitment for poverty reduction in the region

- Create community support for practical poverty reduction through an education and consultation campaign.
- Initiate research on the nature of poverty at both the local and national level in order to generate solutions and opportunities for people living in poverty.
- Advocate on behalf of those living in poverty and give credibility to their life circumstances and stories.
- Initiate, plan and lead a speaker series on solutions to poverty in Waterloo Region and beyond.
- Raise local awareness and ensure extensive press coverage of the project by speaking to business, government, community groups, etc. to gain their commitment to poverty reduction.
- Recruit and develop leaders in all areas of the community.
- Produce a semi-annual newsletter and hold an annual celebration of CED for local partners.

b. focusing on regional poverty reduction efforts

- After public consultation, initiate, write, promote and implement a strategic plan to guide Waterloo Region in its efforts to reduce poverty to the year 2000 and beyond. The resulting activities may include a combination of projects, advocacy (e.g. better transportation, income exemption for social assistance recipients starting businesses), and education.
- Identify the obstacles to reducing poverty within the region and develop projects such as *10 Ways to Reduce Poverty* to emphasize practical solutions to overcome poverty.

c. develop and take responsibility for innovative projects

- Help recruit, as well as participate in, *Volunteer for Opportunity*.
- Assist in mobilizing resources for community projects.
- Initiate innovative projects, such as *10% for 2000*, Opportunity Development Accounts, and other projects as identified by the Roundtable.

d. linking with others

- Participate with the Caledon Institute of Social Policy and project funders in disseminating the lessons learned in Waterloo Region within, and outside of, the Region.

e. management

- Take leadership and direct all aspects of the project.
- Act as an advisory board to the Lutherwood CODA Board on the project.

ROUNDTABLE MEETINGS

- Meetings will be held bi-monthly until the Roundtable determines that it needs to meet more frequently. A provisional yearly schedule will include 5 meetings, with no meeting held in the summer months.
- It is expected that the Roundtable will establish working groups with mandates to pursue or investigate specific activities consistent with poverty reduction.
- Meetings will last 2-3 hours and will have two primary functions:
 - Learning: A good part of the meeting will involve receiving input on or discussing issues related to poverty and opportunities creation.
 - Planning: The second half of the meeting will be devoted to project planning and problem-solving related to key issues.
- Roundtable members will determine whether meetings should be open to the public and press.

TERMS OF APPOINTMENT

Terms can be for one year, two years or three years. A Roundtable with members of each of the three categories is desirable.

SUPPORTING RESOURCES

Staff Lead:	Paul Born (member of the Roundtable)
Education:	Caledon Institute of Social Policy, Brian Reid, University of Guelph, and other local resources
Promotion:	Brian Reid
Strategic Plan:	Local organizations for research, consultant
Projects:	Self-resourced; Development Unit will assist with projects
National Networking:	Caledon Institute of Social Policy, Brian Reid, funders and other national organizations
Administration:	Brian Reid (minutes), Louise Kearney (organization), rest self-resourced

Appendix 2

Memo Advertising for more Low income Participants on the LRT

December 1997

Dear Chair of Board,

We are seeking nominees for the Opportunities 2000 Leadership Roundtable. We hope you will be able to assist us in this matter since your organization represents those we want this committee to serve – the poor of our region.

As you may know, Opportunities 2000 is a four-year initiative by CODA to reduce the number of families in poverty in Waterloo Region. In such a prosperous region as ours, it is horrendous that a full 12% of our population lives in poverty. Opportunities 2000 works in partnership with community groups, agencies, and services to develop poverty reduction projects.

The Leadership Roundtable will develop projects through education and strategic planning. The Roundtable will be composed of community leaders (20%), business leaders (40%), and leaders of low-income communities (40%). The Roundtable is responsible for raising community awareness and creating leadership commitment for poverty reduction in the region. It must also focus on regional poverty reduction efforts through the development of innovative projects. The Leadership Roundtable's activities also include linking with national and local funders and partners. The Roundtable will serve as the overall manager of the Opportunities 2000 project.

Because the Leadership Roundtable plays such a key role in project direction and success, the leaders from the low-income community play a vital role within the Roundtable because they can advocate for those living on low income. We seek members of low-income communities to be an active voice on this important board.

We are asking community based organizations to nominate people who have served their community through their past or current board and/or voluntary experience. Nominees should have a positive, "can-do" attitude as well as experience living in poverty. It is important for Roundtable members to be able to articulate both their own voices and ideas and those of others living in low-income communities. Roundtable members must be willing to learn and should be team players who feel comfortable with committee structures.

Please encourage your board members and organization to nominate a worthy candidate to the Leadership Roundtable. Nominees can apply to the Roundtable by submitting a letter/resume detailing their experience and relevant qualities to the CODA's Cambridge office (address above). Together we can build success. For more information, please contact Allan Day at 623-9383, ext. 127.

Thank you for your assistance and enthusiasm,

Sincerely,

Paul Born
Executive Director

- ◆ Do you know someone with experience as a volunteer or board member in your community;
- ◆ That has lived with low-income;
- ◆ Has a positive attitude;
- ◆ Can represent those living in low-income communities;
- ◆ Is willing to learn;
- ◆ Is a team player, comfortable sitting on a pro-active committee?

LEADERS NEEDED...

ANY NOMINATIONS?

We need leaders from low-income communities to represent those living on low-income in Kitchener-Waterloo. Opportunities 2000 is a four-year initiative designed to reduce poverty in Waterloo Region. The Leadership Roundtable, an important part of Opportunities 2000, will be made up of business, community and leaders from low-income communities. The Roundtable has a number of activities including raising awareness and educating the community about poverty in the region, as well as pursuing pro-active, innovative projects to reduce poverty. The Roundtable will also serve as the overall manager of Opportunities 2000.

We need leaders from the low-income community to serve on this Roundtable as a representative of those Opportunities 2000 aims to help.

Please submit a letter of application or your resume, as well as a letter of nomination from a non-profit organization on your behalf to:

CODA
c/o Allan Day
35 Dickson Street
Cambridge, ON
N1R 7A6

Be sure to include your community involvement and any special or relevant qualifications you have that would make you an indispensable member of the Leadership Roundtable. For more information, please call Allan Day at 623-9383, ext. 127.

Appendix 3

Memo from staff re leadership

INTERNAL MEMO

To: Paul Born
From: Allan, Louise and Mark
Date: July 21, 1998
Re: Leadership Issues

Hi Paul,

You are gone – living a life of leisure. In the meantime, we are thinking hard on issues of OP 2000 and leadership. Here are some thoughts for your consideration.

A. Momentum

We agree that a critical piece in the project is to generate momentum and excitement to get a broad spectrum of the community involved in OP 2000. This is the only way to get the “scale” we need to generate significant results.

We also agreed in an earlier “momentum building” memo that extensive networking and media involvement could give us this “breadth” of contact while providing truly meaningful opportunities to participate, through either volunteering or have some influence in the direction of OP 2000, in the project would provide the necessary “depth” of commitment.

It is now clear, however, that the true task is balancing momentum building with getting things done. We cannot rely on momentum building alone. People need to see results to get excited and maintain committed to the project. And results require that we spend suitable time “creating resources” and helping organizations and people use them to generate outcomes.

Regardless of the specific activities we undertake in each area, the goal is “optimize” our work in both, not “maximize” each. This means setting realistic targets in each area so that we can do a good job in both. If we don’t, neither strategy will work.

B. Leadership Vision

The leadership vision of the project must be distilled – members are unclear about their role and responsibilities and how they are carried out. This in turn makes their relationship with staff and the community unclear. A strategic planning session to sort these things out was supposed to be scheduled for September.

It is essential that some preparatory work for this session be done up front – at a minimum, a discussion of the situation to date, as well a review of how other communities have used roundtables. Key among these issues is the role of chair persons. Several examples identified to date have been attached.

C. Roundtable Membership

There are several outstanding issues for LRT membership. These are:

1. Who should we consider for membership? A 6 month old memo identified the “target” low income groups that should be represented on the Roundtable (e.g. Aboriginals, Youth, etc.) We now have 5 new nominations. We must be clear on how big the roundtable can get and the type of seats we want to fill.
2. What are the length of terms?
3. What is the selection process for new members? How do we decide who is ultimately selected? How do we let the world know, if they ask, how the first persons were selected?
4. How do we make both of the above transparent?

D. Leadership and LCODA

Project Developers have done a “fair” job of embedding the project within the organization. We have done presentations, updated staff through memos, and met extensively with people to talk about links. Yet still we to get decent exposure in the Lutherwood CODA brochure, have a tough time getting air time with the Service Planning committee, did not have a great staff turnout at the launch, and in some cases do not feel that key people in the organization are on board.

There are many issues associated with this issue. It is becoming clear, however, that the true lead on this cannot be a project developer. While we can work with individual departments on project issues, we don’t have the clout nor presence with senior management to even begin encouraging the formal changes important to OP 2000.

The way to solve this issue is, at a minimum, to have someone represent OP 2000 formally at the Senior Management Team. There is any number of options in this regard, including Paul Born, Dieter, Cathy H. or Linda P., each with their pros and cons. Once we have determined who the lead is and they agree to do it, then a broader strategy must be formulated to gain some more influence in the organization.

E. Project Sustainability

All good projects, particularly pilot projects, have a sustainability plan that lays out how the project will live after its initial phase. CODA has not always done a

good job in this area – witness the Waterloo-Wellington Credit Circles. We attempted to develop such a plan in the original proposal, but did not get very far.

Time is ticking --the plan must kick in 30 months from now – not very long in the scheme of things. Three issues are important. Internal management – who? Funding – what type and where from? Organizational management – Lutherwood CODA or someone else? No decisions are required, but options must be explored sooner rather than later so we can begin our long term positioning.

Conclusion

The challenge with each of these issues is to commit to addressing them sooner rather than later. This is tough. It is easy to put them off, or at least to feel that they will “sort themselves out”. Each issue, however, is the type where a lot of lead time and prep work is required to address them well. As such, we look forward to working with you on these at your earliest convenience.

Opportunities 2000

3-4

Memorandum

To: Leadership Roundtable
CC: OP2000 LRT Binder
From: Paul Born
Date: 21/08/98
Re: Meeting - September 15, 1998

Hi, I hope everyone had a great summer!

It is great for me to be back after spending five weeks in Victoria in the first residential of my Masters Program. I learned a lot about myself as well as so much other "stuff" that I am sure it will take the rest of the summer to process.

This memo is firstly to share with you that I was listening and heard what was said at our last Leadership Roundtable (LRT) meeting. Secondly, it is to share with you why the LRT is so important to the success of Opportunities 2000.

The LRT is made of people who are doers and who have a passion for the work and the issues they take on. I believe that we have an incredible mix of experience, education and skills which create a collective wisdom that can make the seemingly impossible possible.

Opportunities 2000 cannot and will not exist without you, the Leadership Roundtable! Why?

Firstly, we need to develop the "right" strategies to reduce poverty. Without your collective wisdom we will continue to develop the same types of projects for people in poverty as we always have. We may not start the "right" strategies tomorrow, or we may identify the right projects we already have, but it is only in our collective wisdom, as we analyze, learn and grow that we will know what is working.

Secondly, we need to create policies that will be beneficial in creating opportunities for those in poverty or change policies which are hindering people. We need to influence policy makers to make these changes.

Thirdly, we need to be a catalyst for community and corporate citizenship on the issue of poverty. We have to activate initiatives to help businesses and civic groups take ownership of the poverty problem and implement or sponsor programs and policies that make a difference.

Fourthly, we need to educate the public at large about the issue of poverty and, as importantly, about opportunity. This is a tremendous challenge and will require us to work against the growing tide of negative attitudes towards those less fortunate.

Staff has worked hard in the past year to develop a direction for the project and an infrastructure to support that direction. We have developed our own vision and goals for the project.

It is time for the vision and goals of Opportunities 2000 to be challenged. Not challenged to destroy, but to further develop and mature them. Staff cannot do this. We need the Leadership Roundtable to debate, build on and rebuild the vision and goals of Opportunities 2000 and work with our community partners and the community at large in this process. All this is necessary to ensure that Opportunities 2000 is a collective effort with the broad based ownership of the community.

The collective wisdom of the Roundtable is the cornerstone in developing community ownership of Opportunities 2000. The example you set in working together on this important issue within your diversity will be inspirational.

Staff are eager to begin this process in the fall. Pat Henderson is helping to draft an agenda for our September 15 meeting and staff are drafting some background information we feel will be helpful in the process of expanding the ownership of the project.

Opportunities 2000 is important! This is a common bond we all share. The project has many of the right elements to succeed and has been successful in developing the infrastructure for its success.

I appreciate your commitment to Opportunities 2000 and believe that together we can make a major difference in Waterloo Region.

Strategic Planning

- The primary benefit of Strategic Planning is the ability to establish a plan in a relatively short period of time. The process is familiar to most managers and can be broken into chunks so as to use the larger number of key stakeholders in the development of vision values and strategic directions while staff focuses on the environmental, S.W.O.T analysis and implementation plan. A Strategic plan has the following elements
 - Environmental analysis
 - S.W.O.T
 - Vision
 - Mission
 - Values
 - Strategic directions
 - Implementation plan

Search conferencing

This is a relatively unknown method in our community though Pat Henderson is familiar with the method and will speak to us more about it. It seems to me that this method has the ability to bring the partners through a common understanding of the issues related to the action plan. I feel it is well worth exploring.

The elements of search conferencing are

- Discussing the Environmental, political, technology, social, economic factors that effect the issue and form a common understanding.
- We then look at the past, present and future (dream) state of the issue
- Once we define the obstacles in getting to our dream from our present we form an action plan.

A practical how to book that describes Open systems theory and a great hoe to about search conferencing is.

Emery, Merrelyn and Purser, Ronald E. *The search conference: A Powerful Method for Planning Organizational Change and Community action.* San Francisco: Jossey Bass.

Appendix 4

Planning Matrix

Table 1 - THE OP2000 FRAMEWORK

	Global	Community Based Organizations - Mark	Business Community - Paul & Bruce	Govt. - Leslie	General Public and People in Poverty - Al
Overall Goal	To create a multi-faceted, multi-sectoral effort which builds community capacity and results in 2,000 families exiting poverty as well as a sustained significant reduction in poverty.	To partner with CBOs to build capacity to reduce costs and increase income for people living in poverty through innovative employment and income-generating activities.	To partner with business to build capacity to reduce costs and increase income for people living in poverty through innovative employment, training and income-generating opportunities.	To partner with and influence government at all levels in order to provide resources and reduce costs to people in need with particular emphasis on income transfer policies, transportation, and housing.	To motivate individuals to assist in poverty reduction activities within Waterloo Region.
Leadership Partners	To inspire people throughout the region to become a partner in OP2000 and assist in poverty reduction.				
Projects	To initiate, through our partners, a variety of innovative projects that increase opportunities and remove barriers, with an emphasis on self-help and community development, in order to create a sustainable reduction in poverty.				
Education/Learning	To mount a full-scale communications plan which alerts people to the issues and motivates replication and sustainability of the OP2000 concept, as well as leading to a commitment to measurable changes.				
Policy Research/Eval	Identify and influence measurable policy changes to reduce and/or prevent poverty on a sustainable basis. Ensure a comprehensive evaluation process that is credible and accountable.				
Aims	Raise \$1.4 m in funding for the project. To ensure all resources are used in an effective and accountable manner.				

OP2000 Vision

We envision the people of Waterloo Region who are living in poverty, working with people from all sectors of the community to create opportunities which will reduce the region's poverty rate to the lowest in Canada and in so doing generate learnings and set an example for all Canadians.

Appendix 5

Planning For year 2000

GOVERNMENT COMMITTEE WORKPLAN

Current As Of 3/19/00

Goal	Objectives	Priority	Milestones/Measureables	Lead	Required Support	Timeline	Status
Develop Effective Working Group	Clear Terms of Reference	tbd	1. Finalize draft TOR at November 22nd meeting.	Paul	Admin. Support from Naomi, Pat for Facilitation	22-Nov-99	Meeting pending.
	Broad-based membership	tbd	1. Recruit key govt. staff, politicians, and policy bodies.	Paul	LRT Contacts	1-Jan-00	tbd.
	Active Government Subcommittee	tbd	1. Monthly meeting, 2. 80% attendance, 3. Members active between meetings	Paul	Admin. Support from Naomi, Pat for Facilitation	Ongoing	Monthly meetings held.
Capacity Building	Cities of Kitchener, Waterloo, and Cambridge Involved in Government Working Group	tbd	1. Presentation to Waterloo/Kitchener Councils, 2. Cities Sign Partnership Agreement, 3. Cities Appoints Staff and Councillor Reps to Govt. Working Group	Paul	LRT Representatives to present at City Councils, Mailings	15-Jan-00	tbd.
Families Exiting Poverty	Cities of Cambridge, Kitchener, and Waterloo Involved in Poverty Reduction Activities	tbd	1. Presentation of Caledon paper on role of Local Government, 2. Tbd.	Govt. Cite	Paul Born, Administrative Support From Naomi	15-Jan-00	tbd.
Capacity Building	Secondment for Project Developer	tbd	1. Develop TOR for position with Region, 2. Secure Council Approval for Position, 3. Orient Researcher to OP 2000, 4. Develop Workplan	Paul	Admin. Support from Naomi, LRT Contacts	1-Dec-99	Regional Council to Review/Approve November 17th
	Develop strong working relationship with Community Health Department	tbd	1. Meet with Theresa Schumilas	Paul	Admin. Support from Naomi, Govt. Subcommittee	tbd.	tbd.
Families Exiting Poverty	Improvement in Local Housing	tbd	1. Finalize Issue Statement on Housing, 2. Tbd.	Govt. Cite	Paul Born, Administrative Support From Naomi	1-Mar-00	tbd.

	Improvement in Child Care	tbd	1. Finalize Issue Statement on Child Care, 2. Tbd.	Govt. Ctte	Paul Born, Administrative Support From Naomi	1-Mar-00	tbd.
	Improvement in Transportation	tbd	1. Finalize Issues Statement on Transportation, 2. Tbd.	Govt. Ctte	Paul Born, Administrative Support From Naomi	1-Mar-00	tbd.
	Improvement in Ontario Works	tbd	1. Finalize Issues Statement, on OW Flexibility, 2. Tbd.	Govt. Ctte	Paul Born, Administrative Support From Naomi	1-Mar-00	tbd.
Capacity Building Families Exiting Poverty	Workplan for Provincial Government Involvement in OP 2000	tbd	1. Ed Dubas secondment finalized, 2. Workplan for Provincial Government finalized.	Paul	Rick Brock, Mailing Assistance	15-Feb-00	Ed Dubas appointment finalized.
	Promote Tax Cuts to the Working Poor	tbd	1. Meet with key MCSS staff (John Baird).	Paul	Rick Brock, Glen Wright, Mailing Assistance	31-Dec-99	Arranging to meet with Glen and Rick, re: strategy.
	Secure Provincial agreement for flexibility in Ontario Works	tbd	1. Meet with key Provincial staff (Cllohna, Vince, John, and Kevin)	Paul	Rick Brock, Mailing Assistance	tbd.	tbd.

Note -- 5 = High Priority, 1 = Low Priority

Goal	Objective	Priority	Milestones/Measureables	Lead	Required Support	Timeline	Status
200 businesses assist 500 families exit poverty.	Continuous one to one presentations to business leaders by peers and OP 2000 staff support	tbd	1. Further develop relationships with UW and Chambers, 2. Develop up to date contact d-base, 3. Develop effective info for business.	1. Bus. Lead Ctte, 2. Deborah (CMBDG), 3. Tbd. RB (KW), 4. Rick Champion	Financial Support, Conference Centre, AV Equipment, Contact d-base, IT support, Volunteer to present, staff time	1. Info. Session (Oct), 2. D-base (Oct), 3.	tbd.
		tbd	1. Chambers to disseminate information to businesses through newsletters, co-hosting info. Sessions, providing networking opportunities, 2. United Ways to invite contributor businesses to information sessions, 3. Make presentations to service clubs, 4. Rick Chaplin to host public business info. session	1. Bus. Lead Ctte, 2. Deborah (CMBDG), 3. Tbd. RB (KW), 4. Rick Champion	Financial Support, Conference Centre, AV Equipment, Contact d-base, IT support, Volunteer to present, staff time	Start. November 1, 1999, Finish, June 30, 2000	tbd.
	Launch/promote H/R Business & Poverty booklet to projects each year.	tbd	1. Booklet edited. 2. Booklet printed. 3. Distribute through H/R Assoc., United Way, Chambers	Wes, Joe, Christine	IT Support, Financial Support, Staff Time	1-Mar-00	Booklet edited -- needs to be printed.
	A minimum of 30 business stories about poverty reduction documented.	tbd	1. Develop feedback mechanism to collect variety of business stories. 2. Produce a book of stories (Chicken Soup for the Soul).	1. Bus. Lead Ctte, 2. Deborah (CMBDG), 3. Tbd. RB (KW), 4. Rick Champion	Contact d-base, Caledon (surveys), Staff time.	15-Jun-00	tbd.

BUSINESS LEADERS COMMITTEE WORKPLAN

Current As Of 3/19/00

Capacity Building	WLU MBA program provides 45 volunteers to projects each year.	tbd	1. Workplan established, 2. WLU Student Committee Formed, 3. Service Corps 1999 Action Plan, 4. Placements Negotiated, 5. March Event, 6. Follow-up	Mark, Chris & WLU MBA students, CBO, Business Committee	Staff time (Naomi, Mark, Wendy, Deb), Paul (Contacts), WLU (Admin), VB (training, expertise), CBOs and Students	15-Apr-00	Orientation session and formation of WLU Service Corps committee 19-Nov.
	Position local Chambers of Commerce and United Ways to provide continued support to business initiatives after 12/31/00	tbd	1. Encourage Corporate Citizenship Committees within Chambers, 2. Opportunity Maker Awards, 3. Make available info. On poverty and business in libraries at Chamber	1. Bus. Lead Ctte, 2. Deborah (CMBDG), 3. Tbd, RB (KW), 4. Rick Champin	Staff time.	Form Ctte ASAP, Provide copies of HR by January, 2000	tbd.

Note -- 5 = High Priority, 1 = Low Priority

Involving Low-Income People Workplan							
Goal	Objective	Priority	Milestones/Measureables	Lead	Required Support	Timeline	Status
	Develop an ongoing forum for people with low-income.		1. Invitations out to project staff, requesting that they each recruit and bring 2 - 3 participants to the next meeting. 2. Small group of interested participants plan meetings 3. Monthly meetings for low-income people.	Wendy/Ann/ Small Group	meeting space, participant supports, admin supports (Wendy with some assistance from Naomi)	Nov. and ongoing monthly meetings	meetings held in Sept. and November.
Involve low income people for capacity building	Provide OP2000 vision/mandate orientation, seek input into working group workplans and build trust.		1. Develop simple overview of OP2000, LRT and workgroups. 2. Develop process for input into OP2000, LRT and workgroups. 3. Have people from LRT and workgroups go to low-income forums. 4. Monthly meetings.	Wendy/Ann/ Small Group/forum	meeting space, participant supports, admin supports (Wendy with some assistance from Naomi)	Nov. and ongoing	to be further developed
	Low-income reps at LRT		1. From the forum, determine who is interested in and able to form LRT working group or become LRT members. 2. Ensure appropriate supports for Low-income reps who attend LRT.	Wendy/Ann	may need mentoring support from LRT members	Nov. and ongoing	to be further developed , one volunteer currently interested
Note -- 5 = High Priority, 1 = Low Priority							

5. Communications Process

The following table indicates the recommended communication messages and tools for each of the stakeholder groups:

Stakeholder	Message	Communication Tools to Be Utilized
Leadership Roundtable	<ul style="list-style-type: none"> ◆ 2000 is a year of action and results. ◆ LRT members should strive to make their personal mark on the project in this last year. 	<ul style="list-style-type: none"> - monthly meetings - participant stories - newsletters - website
Voluntary Sector	<ul style="list-style-type: none"> ◆ Our goals are achievable. ◆ We will work together to build caring and awareness of poverty in the community. ◆ Sustainability is key for our participants/clients. 	<ul style="list-style-type: none"> - presentations/workshops/brown bag luncheons - brochure - evaluation reports - website
Business Sector	<ul style="list-style-type: none"> ◆ "Opportunity is life changing. Opportunity changes lives." ◆ Become an Opportunity-Maker. ◆ Business can impact poverty and opportunity in our community. 	<ul style="list-style-type: none"> - presentations - videos - press coverage - website - advertising/marketing campaign - networking - brochures - Chamber(s) of Commerce - Internal newsletters, bulletins, etc. to inform employees of company's involvement - Testimonials (OP2000 partner/ opportunity maker) – recognition
Low income community	<ul style="list-style-type: none"> ◆ The voice of the poor is integral to the success of OP2000. 	<ul style="list-style-type: none"> - press coverage - community events - networking/word of mouth
Community at large	<ul style="list-style-type: none"> ◆ "Opportunity is life changing. Opportunity changes lives." 	<ul style="list-style-type: none"> - monthly press releases & media coverage - stories of change - community events - advertising/marketing campaign - presentations - website
National CED practitioners	<ul style="list-style-type: none"> ◆ You can do it too! 	<ul style="list-style-type: none"> - Learning consortium - website - Caledon series - Newsletter
Local & Regional Government	<ul style="list-style-type: none"> ◆ Local government is a key player in the fight against poverty. ◆ Flexibility is required when dealing with the poor. ◆ Access to, and awareness of, services is a key factor in reducing poverty. 	<ul style="list-style-type: none"> - LRT networking - Government Subcommittee - Caledon publications - Media coverage - Presentations - Website - Newsletter
Federal & Provincial Government	<ul style="list-style-type: none"> ◆ Anti-poor policy is not good policy. ◆ Flexibility is needed in services and programs. 	<ul style="list-style-type: none"> - Caledon publications - Website - Networking - Media worthy events
Funders	<ul style="list-style-type: none"> ◆ Results 	<ul style="list-style-type: none"> - Semi-annual & annual reports - Quarterly updates - Newsletters

Appendix 6

Facilitator copy of Questionnaire

Community Leadership Focus Groups

Facilitator Copy

Background

1. Which organization do you represent? _____
2. Are you (. . .) in a management position () a direct delivery position () other - Specify _____
3. *What is your formal level of education?*
[] less than high school [] high school graduate [] college or university graduate
4. *What is your age?*
[] under fifty [] fifty or over
5. *What is your annual household income?*
[] less than \$30,000 [] \$30,000 to \$65,000 [] more than \$65,000
6. *Are you employed . . .*
[] full time [] part time [] not currently employed
7. Are you . . . [] Female or [] Male

Facilitator: (read each statement aloud)

- All answers made during this workshop shall be treated as personal and kept confidential. Do not write your name on the response form.
- Every answer is right, this is not a test! Your honest feelings, perceptions, needs and opinions are important to us.
- Keep your answers as short as possible, just a few words or a short phrase on the line provided.
- If no answer comes to mind, place a line in the space provided.
- Please keep your answers to yourself. Do not speak them out loud.

Meaning Systems

8. What does community mean to you?

9. What does community building mean to you?

10. What does community breakdown mean to you?

11. What does a caring community mean to you?

17. What does leadership mean to you?

18. What does participatory leadership mean to you?

19. What does multiple leadership mean to you?

20. What does community leadership mean to you?

21. What does multi-sector participation mean to you?

22. What does civic (or civil) society mean to you?

24. What does purposefulness mean to you?

25. What does social entrepreneurship mean to you?

Leadership

- 26. What is the main role of leadership in communities?
- 27. From your experience, what role does leadership play in building (nurturing) creativity?
- 28. What role does leadership play in creating a vision for the future?
- 29. What role does leadership play in instilling values?
- 30. What does purposefulness in leadership mean to you?
- 31. What role does community leadership have in managing change?
- 32. What is an example of community leadership?
- 33. What is the main role of followers in communities?

Main Role Fulfilled by Community Leadership

Please use all the crayon colors you consider to be appropriate.

65

Facilitator: Please draw a picture of the main role, purpose or function fulfilled by community leadership in your community?

34. Describe the main role, purpose or function of community leadership in your community?

35. Use up to three words to describe the feelings and emotions evoked by your drawing

36. What does this main role mean to the members of your community?

37. What are the most important values in community leadership?

38. How do these values live out in your community?

(39) Theme

(40) Words

(41) Objects

(42) Colors

Vision for Community Leadership? For non OP 2000 groups only

Please use all the crayon colors you consider to be appropriate.

Facilitator: Please draw a picture of your ideal vision of community leadership that would address the social and economic needs of your community (Waterloo Region)?

Please put yourself in the picture and label yourself "me".

43. Describe your ideal vision of community leadership?

44. Use up to three words to describe the feelings and emotions evoked by your drawing

45. Describe your role?

46. What specific social or economic problems would be addressed by fulfilling your ideal vision?

(47) Theme (48) Words (49) Objects (50) Colors

Note: Non-Opportunities 2000 participants break into groups.

Opportunities 2000

51. What does Opportunities 2000 mean to you?
52. What does Opportunities 2000 staff mean to you?
53. What does the Opportunities 2000 Leadership roundtable mean to you?

Facilitator: I am going to read the vision of Opportunities 2000. Please listen carefully.

We envision the people of Waterloo Region who are living in poverty, working with people from all sectors in the community to create opportunities which will reduce the region's poverty rate to the lowest in Canada and in so doing generate learnings and set an example for the rest of Canada.

54. On a scale from 1 to 10, rate the appeal of Opportunities 2000 vision statement?
_____ (where 1 is low and 10 is high)
55. Why did you give this rating?
56. What specific improvements would you make to the Opportunities 2000 vision statement?
57. What is the primary role of the partners in fulfilling Opportunities 2000's vision?
58. What is the primary role of the Leadership Roundtable in fulfilling Opportunities 2000's vision?
59. What is the primary role of the staff in fulfilling Opportunities 2000's vision?
60. On a scale from 1 to 10 rate how well Opportunities 2000 is currently performing?
_____ (where 1 is low and 10 is high)
61. Why did you give this rating?
62. What specific performance improvements could Opportunities 2000 make?

Ideal Vision for Opportunities 2000's Community Leadership Role

Please use all the crayon colors you consider to be appropriate.

Facilitator: Please draw a picture of your ideal vision for the community leadership role Opportunities 2000 could play in addressing the social and economic needs in your community (Waterloo Region)?

Please put yourself in the picture and label yourself "me".

63. Describe your ideal vision of the community leadership role Opportunities 2000 could play.

64. Use up to three words to describe the feelings and emotions evoked by your drawing

65. Describe your role?

66. What specific social or economic problems would be addressed by fulfilling your ideal vision?

(67) Theme

(68) Words

(69) Objects

(70) Colors

71. What is the most important thing Opportunities 2000 can do in the coming year to work towards your ideal vision?

72. Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue to thrive 3 years from now?

73. Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue to thrive 10 years from now?

Option 1: Opportunities 2000

Break into small groups to share and discuss your vision pictures and related Opportunities 2000 questions.

Each group needs to:

- 1) Facilitate itself.
- 2) Appoint a recorder.
- 3) Determine how to communicate it's ideal vision for the Community Leadership role of Opportunities 2000.
- 4) What can be done to ensure this vision continues 3 years from now?
- 5) What can be done to ensure this vision continues 10 years from now?

Option 2: Non-OP 2000 focus groups

Break into small groups to share and discuss your vision pictures and related community leadership questions. Each group needs to facilitate itself and appoint a recorder. The group should determine how it wants to communicate it's ideal vision for Community Leadership and the role it can play for communities in Canada today.

Process Evaluation

74. On a scale of 1-10, how would you rate the usefulness of the process used in this focus group?
_____ (where 1 is low and 10 is high)
75. Why did you give this rating?

76. How would you improve this session?

Appendix 7

Detailed Participant Responses

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Meaning**8. What does community mean to you?**

2.6% (1/38)

living fully.

belonging 15.8% (6/38)

solidarity/belonging. where I have a sense of belonging. belonging/mutual support. belonging. family/belonging. home.

common good 18.4% (7/38)

commitment to common good. common. common sources. a sense of shared experience and destiny. commitment to a group of people motivated to creat their own place to live. commitment. a group(s) of people with unity of purpose.

geographic area 18.4% (7/38)

group of people either share the same geographo space or issue. 8. people together. a group of people bound together by georgraphy or a common interest. where I live/work/play. people who have contact with each other daily. geographic location e.g. Ktichener/Waterloo. community is the place I live and work and raise my family.

mutual support 31.6% (12/38)

mutual support. support. good supports and friends. support system. people living together in peach and harmony. organized group of people who care for each other. sharing/love. shared experiences. understanding/acceptance. caring for the citizens. a foundation of relationships and support to strengthen all members. community/friendship/support/interaction. people caring about and supporting one another.

working together 42.1% (16/38)

working together/strength. inclusive/multicultural. people working together. people working together . involvement. everyone working together to make a better place to live. working together. sharing on an equal level with all voices included. people living and working together. group of people supporting each other and achieving a common goal. the people I work with and am friends with. participation/togetherness. working together. group of people coming together to support each other. everyone working together for the betterment of all. working together.

Total: 128.9% (49/38)**9. What does community building mean to you?****building relationships 21.1% (8/38)**

making connections/breaking thru isolation/creating deeper and enduring relationships. identifying and expanding common ground. building relationships and partnerships towards sustainable healthy communties. bringing everyone into community life. making links with people to achieve 8. strengthening shared acceptance and commitment to ca.otr. creating linkages between people. understanding/relationships.

education - community 10.5% (4/38)

strengthening the understanding and practice of community. challenging existing myths and power irregularities. emphasizing/strengthening of experience and commitment to enhancing people's desire and ability to do the above (8).

increase capacity, infrastructure 42.1% (16/38)

strengthening community's resources. improvement of circumstances. capacity for harmonious/healthy living. reinforcing the supports that exist or are needed. fostering a broader more equitable support system. the increase in efforts toward all people having enough. developing needed services. economic infrastructure. support systems. putting in place the above foundation. supporting positive people/initiatives. community building/increased capacity. developing systems. building resources. projects/development that help people. sustainability/better future.

leadership, goal setting 10.5% (4/38)

knowing we are to go!. goal setting to improve quality of life in community. bringing out the inherent strengths of community to benefit all. fostering leadership.

miscellaneous 7.9% (3/38)

to enrich lives of those living within the community. restructuring activities towards tenant and landlord. self esteem.

working together 26.3% (10/38)

building is working together on common goals. joint action. mobilizing people/bringing them together to. working together to serve common good and to strengthen this capacity. working together to enhance quality of life for citizens. people working together. working together for everyone. building partnership/bridges to work together. working with others towards common goals. bring together other communities to a common purpose.

Total: 118.4% (45/38)

10. What does community breakdown mean to you?

conflict, hostility 28.9% (11/38)

crime/anger. hostility or hostile relationship. conflict/breaking of bonds/inability to work together. groups working at cross purposes and comparing 8. violence. judging others/self interest. crime/social issues. struggles. strife. system divides itself. violence/mayhem.

isolation, individualism 55.3% (21/38)

loss of hope. people are isolated/things don't work because people can't pool resources/abilities. exclusion/dysfunctional relationships. alienation. no common vision. "me first". fragmentation. individualism higher priority than working together. alienation of citizens. deterioration of. atomization of people. gated communities. depression/not visible. individuals in isolation from others. a lack of interaction/resources as well as social isolation. community breakdown/selfishness/isolation/..... individualism/everyone lives in silos/no sharing. loss of hope and vibrance. no connections/isolation. no partnerships or opportunities. segregation. isolation. non-communication/working at cross-purposes/no collaboration.

lack of caring, support 34.2% (13/38)

disintegration of #8 - can be moral. people suffering while others don't care. lack of cohesion/people "falling through the cracks". dissolve of relationships and social systems to ...community. responsibility for each other gone!. lack of needed supports and resources for people. loss of caring about and working with one another. nobody caring for their community. lack of support systems/social network. the lack of connectedness/isolation of members. pain/hurt. lack of resources/leadership/know-how. people failing to care about and support one another.

miscellaneous 7.9% (3/38)

people becoming pollution. ignorance.

poverty 18.4% (7/38)

economic/environmental. where needs are not met on a large scale/long term basis. poverty/homelessness. poverty/sadness. poverty. poverty/deficits. hunger.

Total: 144.7% (55/38)

11. What does a caring community mean to you?

inclusive, sharing opportunities 23.7% (9/38)

Where all members are important and should have a good quality of life. respect for all-practising ways to provide equal opportunities. a community that is inclusive. sharing opportunities for growth. an injury to one is an injury to all. all included. one which respects the golden rule/treat all others as you want to be treated yourself. respect/mutual/hearing everyone's voice. integration/partnerships/common values and recognition.

miscellaneous 5.3% (2/38)

prevention. wanting to improve.

people support each other 81.6% (31/38)

people attend to others/look beyond themselves/share. takes care of everyone. when community is able to find out what needs are/work to provid those needs-collectively. affection/giving and sharing/friendship. looks after every one/social conscientousness. a place where people support each other and can ask. one that meets the needs of the most vulnerable. people looking out for each other. volunteerism. looking out for others/unselfish. giving time to good cause. people willing to extend themselves far make of others. people growing together. open/willing to share resources. individuals who offer time and resources through org. groups. people (broad groups) take an interest. working together to help those in need. collective responsiblity and commitment to ca. otrs well being. people care bout one another. provides help and support. having in spite of...or because of... smiles/people who have time to listen. a place where people's needs are met. support/understanding. a community that works together for common good. caring com/empathy/sympathy/mutual support. working together/helping one and other. support/encouragement/opportunities. looking after all citizens and their individual needs. working together for the betterment of all. helping/sharing/growth/love thy neighbour. one concerned about its most vulnerable members (young/elderly/etc.).

Total: 110.5% (42/38)

17. What does leadership mean to you?

example, role model 47.4% (18/38)

commitment to well-being of others. bias for action/maturity/compromise. commitment/energy/looking out for the community first. opportunity to show attributes and skills. commitment to serving others/willingness to be first in this. spontaneous seizing opportunity. coming forward with ideas and championing them. taking an active role both time & \$\$ initiative to address problem/opportunity. providing solutions. by example. fair. willing to take time with the individual. participation/strengths perspective. strength/integraty. taking initiative/spearheading projects. integrity. making choices and making the vision reality. example/role model/risk taken.

facilitating 39.5% (15/38)

sharing information. focus. ability to acknowledge reality of others. facilitation. sharing of information and providing tools. ability to engage community in action to build community. faciliating the good inclinations/skills/action of others. facilitating. facilitating. faciliating their action. recognizing opportunities for others. making connections/mobilizing/energizing. bringing out others strengths. supporting others. organization. support/breaking down barriers.

inspiring 13.2% (5/38)

the person who provides people with. inspiration. motivating people. one ability to inspire others to move together towards hope. those who can inspire others. inspiring and organizing people to take action.

taking responsibility, directing 21.1% (8/38)

not taking a back seat. taking responsibility for areas where one can help. assuming responsibility for our issue/challenge. taking charge/pointing the way/direction. guiding. guidance and direction. guiding/navigating. giving direction.

vision 21.1% (8/38)

vision. ability to see what doesn't already exist to bring it into being. building a common place and vision. providing alternative vision for community. vision. visionary. leadership/vision/hope. vision.

work together for common goals 10.5% (4/38)

ability to work together for common goals. working alongside. the ability to bring people together to work together successfully. a team effort.

Total: 152.6% (58/38)

18. What does participatory leadership mean to you?

36.8% (14/38)

..... could be a number of things/vague.

democratic decisions 18.4% (7/38)

recognizes ability of others to play leadership roles in different times and ways/..to contribute/share in power. group discussions/making decisions together. those who are impacted by the decision have input into decision making. leaders who involve others broadly for input and decision making. ... Leadership/democracy. being involved on same level as others (equality). all team members participate and give info feedback.

hands on 5.3% (2/38)

hands on. "in the trenches".

inclusive 26.3% (10/38)

understanding that everyone has a voice/but some people have a harder time speaking than others. same as 17 and encouraging those who are less involved to engage. non-judgemental/inclusive. from within/peers/similar to above. checking in with the group ensuring all are heard. a leader that is involved with the group/elicits input/etc.. openness. involvement/listening. involvement. empowerment.

working together as a team 26.3% (10/38)

facilitating/creating a community who share a vision/focus. ability to engage community in action to build community. work together with team. empower team members. collective initiative to address problem/opportunity. the ability to draw on the collective strengths of your team. partnership/everyone working together. finding strengths in people and working to build them. team player/unity of purpose. working with a team with the same vision. team work.

Total: 113.2% (43/38)

19. What does mutiple leadership mean to you?

2.6% (1/38)

sometimes confusion.

No answer 2.6% (1/38)

nothing.

flexibility 10.5% (4/38)

confidence. being able to do a variety of different tasks. covering more aspects of a situation. the ability to lead in a variety of venues/setting-UNSURE?.

more than one person, shared 73.7% (28/38)

more than one person participates but linkages among them not evident. sharing responsibility. building on individual strengths and compensating for individual weakness. sharing. accepting. having best qualified lead certain aspects. that we all have some responsibility to make things happen. move than one leader. many people assuming responsibility for vision/challenge. shared leadership/partnerships/multiple approaches. series of people each operating independently to take action. everyone recognizing opportunities for others. many individuals sharing action. thrusts from various groups. leaders coming together and working together. two(three, four..)heads are better than one/great initiatives. leadership from diverse players on different fronts. many leaders. multiple. shared responsibility/shared tasks and joy. different roles/different parts of the team. more than one leader or a different leader for different components. mutiple leadership/represent different sectors and interests. many view/ideas coming together. various people with differing sets of skills giving direction. many people working together for the betterment of comm.. leadership roundtable. two heads are better than one/better ideas. leadership by more than one person or organization.

team work, consensus 26.3% (10/38)

hopefully all the leaders work in harmony/... to be celebrated. community engagement in action to build Community. non competitive. collective decision making/consensus. teamwork/lead and follow. various stake holders bringing forward good. many working together in a coordinated fashion. side-by-side leadership/working together (using each others strengths). partnerships that build capacity around common purpose. leaders working toward common goal.

Total: 115.8% (44/38)

20. What does community leadership mean to you?

2.6% (1/38)

again could be many things/vague.

collective responsibility 60.5% (23/38)

engaging all members of the community in the process. responsibility. more than one person participates and they coordinate efforts different sectors/backgrounds. ability to challenge and engage diverse sectors. ground up/inclusivity/participation. consultation and decision making by community. Gov/social/private/bus/working together. taking responsibility for leadership in your community. people who lead community activities. people taking ownership of community issues/challenges. individuals and agencies initiating/coming together. getting directly involved with community projects. people working in coordinated fashion for common good. a system to recognize opportunity. working together to build a better future for all in the community. leadership at the community level. a process that will allow others to take the reins. community members who speak for the community. com leadership/broad representation/grass roots. sharing ideas and building together (common goals). leadership from the community involved/listening. well informed leaders working together for community. community leaders with similar vision working together.

inspire, guide 18.4% (7/38)

ability to engage community in action to build community. leaders being active and seen in community. empowering the average person to be the solution. the ability to inspire hope for a positive future in a community. acting as a role model for other communities in need. an individual or group that takes initiative to bring about change. guiding/navigating the community to a "good place".

put community 1st 21.1% (8/38)

integrity. leadership focussed on improving the community. efforts to make peoples lives. putting needs of the community first. community initiative to address problem/opportunity. the benefit of all to enjoy. giving to the betterment of society as a whole. take steps necessary to work together for a better future.

Total: 102.6% (39/38)**21. What does multi-sector participation mean to you?**

34.2% (13/38)

business, government, labour, NGOs 44.7% (17/38)

participation from busios/NGOS/gov./youth/women/seniors/rural urban. people from different backgrounds (bus/lab/ed/soc. services/etc. join in common cause. bringing together NGO's/government depts/business. all aspects of community in action to build community. all involved/better results/buy-in from everyone. multiple sectors taking initiative to address problem/opportunity. the involvement of people from all wheels of life/business/government/health/education/church. participation of all/or from all groups i.e. faith/labour/home/school/etc. includes all walks of life/employment/financial status. broad involvement from different sectors/holistic approach. involvement in the community building of gov/industry/non-profit/business/etc. multi-sec-participation/all sectors of comm. are represented. real involvement from business/govt/NGO's/general public. all sectors of com. involved in com. decision making. many organizations working towards a common goal in their own way. integrated approach/cover all bases. participation by business/gov't/labour/NGO's/etc.

exciting 7.9% (3/38)

hard work!challenge. that's exciting!. exciting!!!.

miscellaneous 5.3% (2/38)

beware power grabbing. more resources.

partnerships, relationships 18.4% (7/38)

sharing of experience and strengths on as equitable basis as possible. understanding of each others roles/non-judgemental. partnerships and relationship building. coordination of services. everyone has a voice/mutual respect/no one above another. different people/with different goals working together. partnerships/awareness of need for each other.

Total: 110.5% (42/38)

22. What does civic (or civil) society mean to you?

34.2% (13/38)

caring, fairness 26.3% (10/38)

peaceful. fairness. equal opportunities/no racism. active groups/citizens in comfort of life. a society where the rights of all are considered. civic society/operates by ethical/.... standards. living in peace with neighbours. lawful. equality. a society who feels a responsibility for all. people living the values of citizenship/caring for society. caring community. sharing. safe. a buzz-word/....being decent to one another.

community control 34.2% (13/38)

realm of "fire" participation/not authorized from above sat freely chosen/individuals/organizations. strength based on inclusive. facing and dealing with issues collectively. community where all members are valued/have a voice and a role in building community. common understanding and acceptance. democratic control and community interesets as a priority. active groups. one founded on the rights of all members for justice/freedom. community pride and responsiblity. caring and taking responsibility for the outcomes of society. where decisions are made. involvement from all levels of community. involvement and ownership by the people. political involvement towards healthier/stronger community.

healthy 5.3% (2/38)

health. prosperity. healthy.

non-government 7.9% (3/38)

non-profit/third sector. also the informal economy. the non gov't/citizen participation in community. public space outside government's direct control.

Total: 107.9% (41/38)

24. What does purposefulness mean to you?

34.2% (13/38)

clarity, focus 15.8% (6/38)

clarity. focus. clarity about goals and values and commitment to them. a sense of direction. staying focussed on goals. targeted. focused in a clear manner. purposefulness/focus.

desire, determination 34.2% (13/38)

determination. dedication to improving life. the intent to achieve or accomplish. tenacity. the desire to be/give/live/to want to!. a strength that grows from inside. where ther is a desired outcome and intended direction to get there. a desire or need to accomplish something. a committment to change. determination. a cause which results in a positive difference. have an impact. make things "better" for others. having a purpose and acting to pursue it.

goals & objectives 15.8% (6/38)

having goals or objectives. work to acheive a meaningful goal/have impact. activity/work with and/objective/purpose in mind. having direction/actions are guided by goals and reasons. with a goal to goals. achieve goals.

meaning 13.2% (5/38)

beware too narrow and being in a box. satisfaction. purpose/have real need. connection to community. meaningful. understanding the meaning(why). caring.

vision, values 13.2% (5/38)

value driven movement. clear vision. vision of alternatives to truly meet community needs. sense of/calling/vision. use of thoughts and ideas.

Total: 126.3% (48/38)

25. What does social entrepreneurship mean to you?**34.2% (13/38)****creative social solutions 34.2% (13/38)**

creativity in re-working social arrangements including ways of thinking/acting/structures/inst'l arrangements. risk taking/towards a social goal. outside the box. creating ventures or enterprises that meet needs in community. be innovative in enhancing quality of life for citizens. looking at social problems/opportunities in innovative/flexible/unique ways. one ability to identify opportunities and make them happen on a way to create positive opportunities for people. giving everyone the opportunity to find their gift and share it. where citizens are willing to become involved in their community in new ways. support from other entrepreneurs/work together rather than individually. increasing the capacity of a community through alternative means. community coming together in new ways/partnerships. innovation and creativity that improves society as a whole. innovative action to further social purposes.

economic & social 26.3% (10/38)

non-profits engaging in "for-profit" activity, hr training purposes and for revenue generation. working for economic dev't in a socially responsible manner. businesses with both are economic and social mission. optimizing a broad base of variables including (sound/environmental and economic) rather than financial profit alone. business activity that empowers citizens/builds local economy/has positive impact on social/economic/environment. social entrepreneurship/economic activity with a community purpose. building people's skills (especially social skills). business ventures taking social needs into consideration. business leaders committed to improving the community. take calculated risks to "profit" in terms of improved quality of life.

miscellaneous 10.5% (4/38)

being conscious of who wins and who loses. just do it!/take action!. the opportunity to work within an organization i.e. offer of self. individuals taking ownership.

Total: 105.3% (40/38)

Leadership

26. What is the main role of leadership in communities?

facilitate 21.1% (8/38)

ideally facilitation/often imposition. facilitate the building of to build a healthy community for all citizens. provide or facilitate the development/vision/alternatives and facilitate them into action. identify concerns. promoting equitable opportunity. facilitating process of change. listen/connect. to help people identify and pursue their main goals as a community.

guide 13.2% (5/38)

provide focus/direction. direction. to guide others towards a cause of equal hope and opportunity for all members. set direction/guide. to guide faster for growth.

inspire, motivate 13.2% (5/38)

to inspire people toward common goals and actions. to share with and motivate people around you. to motivate people to act. to encourage/support entire communities to tackle community issues. inspire/motivate.

lead by example 34.2% (13/38)

proactive. commitment. to act as a leader who has experience in various ares. take initiative to address opportunity/problem. getting things done. seeking solutions to a problem/programs. lead by example and share not only respect but joy but as well daily. example/a way to show others/guide/teach. role model. achieve common purpose or goals. to work towards change. work towards common goals. translating vision into positive action/results.

mobilize people & resources 34.2% (13/38)

engage all stakeholders in the process. acknowlege needs and mobilize resources to address them. to bring together diverse groups to build a common direction. hinges the natural advantages/skills/roles/traits. further equal representation for all. building a movement. bringing together. bringing people together. mobilize efforts to change lives. direct resources to a community benefit goal. to see and forge connections/mobilize/bring together resources. to galvanize support for issues. to be inclusive. relationship buildings/"connective tissue". mobilization.

vision 13.2% (5/38)

creating a vision. charting a vision. vision. to focus the group's vision of how to strengthen a community. shared vision/values/mission and purpose.

Total: 128.9% (49/38)

27. From your experience, what role does leadership play in building (nurturing) creativity?

5.3% (2/38)

depends on what "leadership" you are referring to. .

lead by example 21.1% (8/38)

inspires. lead by example. role models behaviours/filter down effect. lead by example i.e. be creative. I've seen it work in my own life/through the day to day walk. mentor/people to look towards. inspire. lead by example.

listening, encouraging 50.0% (19/38)

perhaps because good leaders listen and value everyone's ideas/this allows for creating. provides people w/confidence/security to take risks. accepting ideas/giving credibility/facilitating change. setting the tone/promoting opportunity/non punitive style. talking/listening/having all ideas come forward. "supports"/encourages others to. motivates people. gives permission to allows people to takes risks. encourage and support/provide latitude. able to get stakeholders to think and talk about possibility to enhance outcome. empowerment. courage to encourage. provide essential support/for people to find their wings and fly/to build your team up. grow from others experiences. having people identify skills within themselves/no limits or boundaries. listen. encourages input and feedback. facilitating ideas. empowerment. welcome new ideas/open to new ideas. by helping create the freedom and stimulation to be creative.

major role 15.8% (6/38)

search for new solutions to old problems. present new ways of looking at things. a substantive role with the right people. a very key ingredient/needs to be nurtured. can play a major role if creativity is allowed/expressed. key to success.

negatives 5.3% (2/38)

it should but often "leaders" dominate and stifle the creativity of others. drown out com. capacity.

provide supports & tools 26.3% (10/38)

leaders whould make room for creativity/lots of new that's ideally provision of info and supports and tools. provide people a full range of opportunities. challenges people to stretch themselves/to innovate. some people respond to creative models. reward innovation/openness to new ideas. sets the from work/parameters. a leader must invest in the people around her/him. create opportunities for creativity. eliminating barriers. building bridges of opportunity.

Total: 123.7% (47/38)

28. What role does leadership play in creating a vision for the future?

34.2% (13/38)

facilitate 39.5% (15/38)

facilitates a holistic picture/becasue mutiple stakeholders are engaged. listening/summarizing/synthezir/then finding effective way to feed that back to people. lays some planks that others can build on opens new ground. can choose to ... to status quo or think outside to box and facilate movement. allowing ideas to function. facilitate visioning of community players/share ideas. encouraging/enable people to accept/commit to the visons process. provides the worksheet for others to brainstorm/set goals. not by itself/but can help create and lead the process of visioning the future. brings together representatives from different sectors and facilitates discussion. brings together diverse vision into brings about change. motivates people to work at something. encourages input and feedback. synthesize ideas from all facets of community to build the "vision". facilitates visioning exercises/provides participation in these.

major role 5.3% (2/38)

can be an extremely effective/positive role or destructive/negative role. integral role/leadership needs to be thinking strategically.

sharing vision, telling story 21.1% (8/38)

looking beyond short term/inspiring. provides community at full range of potential. essential in setting direction/help others move beyond status quo or silo thinking. often a leader dreams and hope will spur on others/if it isn't forced. sets examples of innovative ideas. very important/to move in same direction (common goal). major role/symbolizing/telling the story. vision comes from leaders.

Total: 100.0% (38/38)

29. What role does leadership play in instilling values?

36.8% (14/38)

I don't think it does.

community defines values 7.9% (3/38)

helps group define its fundamental values. takes the values of the community and incorporates them into a vision. values guide the work of leadership/values as determined by community.

facilitate 21.1% (8/38)

support and challenge value systems. facilitate people to examine their vision and values. share experiences/involve others. encouraging self awareness. keeps things on track/stay focused. focusess. gathers people together to speak out against things immoral/etc.. educate youth and community/disseminate info.

lead by example 34.2% (13/38)

must model and name the values/fundamental. challenges dominance and violence/stands with people in justice. by example and work sharing ethical behavior. lead by example. by example. the #1 model/you need to walk the talk/be living proof of values wich are held to be true. I believe we lead best by example i.e. truth/fairplay/justice. be good models. mentoring/walking the talk. major role/modelling and living values. osmosis effect. lead by example. leads by example/setting standards.

major role 13.2% (5/38)

can and does affect valve system - see #28. most important/needs to be assessed carefully. leadership has major role in instilling values. gives shape to values. important.

Total: 113.2% (43/38)

30. What does purposefulness in leadership mean to you?

34.2% (13/38)

determination 13.2% (5/38)

determination. wish to move ideas ahead/can be for good/can be short sighted/can be used for personal agenda. tenacity. commitment. determination/staying the course.

direction 15.8% (6/38)

focus on path/cause. finding the way in/which supports the strengths. that direction taken is intended and well thought out. initiative. direction. sense of direction. having a sense of direction.

goals & objectives 21.1% (8/38)

helping a community form objectives and goals. keeping long term goals in sight. empower others to attain common goal. long-term planning. actions are directly linked to goals (no aimlessness). goal-oriented. head toward a common goal. leader sets and articulates own goals.

meaning, values 13.2% (5/38)

a strong sense of values and willingness to stand by them at same risk. a desire to do whats best for all/to have the best at heart. assessing values. reason for doing the things that the leader does/reason why. leader must give meaning to action.

results 10.5% (4/38)

need a purpose in order to fuel a sense of accomplishment. purposefulness keeps leadership real and grounded to reality. results/positive action. improve quality of life.

vision 18.4% (7/38)

clarity around long term vision and goals for the community. clear vision of the direction of movement and commitment to supporting the process. vision/target. facilitating/enabling to fulfill the vision. leaders acting with a vision in mind. drive towards a preferred future. focus of vision and action.

Total: 126.3% (48/38)

31. What role does community leadership have in managing change?

34.2% (13/38)

bringing together, making linkages 21.1% (8/38)

need to build links across leaders from diff. sectors 1st. a partnership/equal player. brings together people/resources/ideas to work together for change. gathering voices to make ourselves heard (building strength through numbers). strong one/by working together. huge role in change/investigates options. ability to bring together different sectors. bring all community players to the table.

direction, focus 13.2% (5/38)

speak out for imp. values. must direct path of change so it is planned/not chaotic/unfocused. gives direction to change process. leadership necessary to point the direction and implement change. take action. focus on goal(s).

facilitate, encourage participation 31.6% (12/38)

it facilitates the transformation of individuals. providing a fertile environment for change. encouraging participation. encourage/support and participate in the process. depending on intent and proces. accepting and facilitating new ideas. communities taking ownership over the decision and direction. reveal options/empower others/help to develop direction. sparking the will/drive of others to change. big role in managing/facilitating change. creating the chaos/cause/and vision of change for the better. community leadership can help catalyze and steer change.

miscellaneous 10.5% (4/38)

pilots. as we look towards those who lead best/we have often put our trust. review/evaluation. learn from experience.

Total: 110.5% (42/38)

32. What is an example of community leadership?

Charismatic Leaders 10.5% (4/38)

it can be from an exec. dir. of a CBO. Nelson Mandela's life. Nelson Mandela. Frank Adamson.

OP2000 10.5% (4/38)

OP2000. LRT. OP2000. royal bank involvement in OP2000. OP2000/OP Learning/The work of CODA/Paul & Team.

United Way 7.9% (3/38)

United Way member agencies working together partnering. agencies partnering with each other/business/governments to address community problems. United Way.

business support for community 10.5% (4/38)

business people helping to train workers. Chamber of Commerce trying to recruit doctors. various Chamber initiatives. business support of local training initiatives.

community action 68.4% (26/38)

kitchen table meetings. when people of wealth/status and power join with people who lack wealth/status and power will stand up for their rights. multi-sector roundtables/including community residents. community members coming together to address issue or issues. ethical behavior/outspoken defence of good/acceptance of. organizing for change/mobilizing community. volunteerism/activity. advocacy. Community Band Resources/community centres/Neighbourhood Assoc.. a community leader calling a meeting/organizing/bringing forward an issue. being on Executive Decision role in community. someone standing with individual or group that is marginalized and abused to counter the conditions which allow this. block parent program. popcorn house/creation of a drop-in for teens despite the disappointments. taking a lead in areas of health care reform. RISO in Montreal. so many levels from being present in daily lives of community members to establishing supportive structures. a housing co-op. individuals/groups partnering re: homelessness concerns. OCAB. out of the cold program. bringing an idea to fruition (community centre). when a small voice is finally heard by the general public. people pulling together and sharing resources and knowledge. a new way of thinking about a problem e.g. housing/cooperative purchasing so no one is homeless. any organization whose leaders wish to better society. refocusing mandate/mission to include community capacity building.

miscellaneous 5.3% (2/38)

politicians. being open to other visions and ideas that are not necessarily our own.

Total: 113.2% (43/38)

33. What is the main role of followers in communities?

34.2% (13/38)

be full partners 23.7% (9/38)

to ensure their voice is heard/to ensure plan coincides with their needs and aspirations. question authority and find the common ground. to learn and grow and act and become independent. to become leaders/take control of own destiny. to become leaders themselves/to get the work done as a team. I would hope to work alongside or be part of. to advise/provide feedback/to give direction. to participate fully and develop leadership skill. working together with common purpose.

ideally no followers 15.8% (6/38)

I don't think a time leader creates "followers". to be part of the creative whole/contributing fully/to the process and outcomes. everyone contributes and leads in their own way and circumstances/all leaders/all followers. in ideal community there should be no followers/all partners. I don't think of followers. ideally there are no 'followers' only partners who share in goal setting and implementing activities.

support leaders 26.3% (10/38)

to be the customers of the leaders to provide the power so positive change for the community can occur. to listen and decide between options presented. supporting a need or goal/assisting the leaders. to provide input through the group to the leader. to build up other followers/and support positive leaders. believe in who they are following and know why. input to leadership/implementation. implementing/maintaining changes leaders have brought about. believe in the vision/the leader/the purpose and desire to do something. sustain the work started by community leaders.

Total: 100.0% (38/38)

Main Role Fulfilled by Community Leadership

34. Describe the main role, purpose or function of community leadership in your community?

34.2% (13/38)

bringing together, inclusive 44.7% (17/38)

bringing everyone together for a common purpose. draw people (diversity of) together. expand the circle to creat full and abundant lives for all as members. bring together folks on a common path/direction. facilitate the interaction and ability to create and work together celebrate the results. government functions to maintain status quo/"us them" grass roots strives to break down barriers. accepting others. connect/bring together resources/mobilize/energize. diversity and respect for all members. to draw together diverse and isolated elements in a community for a common purpose. to work at mobilizing the ommunity to give those in need a step up. be inclusive/tolerant/affirming. working together/regardless of skin colour or other facts. to connect people. bringing together people and resources under a common vision to improve society as a whole. develop connections to make things happen in bigger & better ways. bring diverse groups together to address problems and opportunities.

facilitating 21.1% (8/38)

facilatating action. collectively develop common vision and translate into action. initiative in looking at problems/opporunities to guide other/walk alongside others. fostering an atmosphere of change. listen/interpret/set direction/inspire/allow for/create opportunity/creativity. encourage a new vision and understanding and create an environment conducive to growth. change agent resulting in a better healthier community.

provide support 7.9% (3/38)

providing hope/strength/foundation. to provide access to resources to ensure shelter/environment/culture/education. our people are the foundation of change and development through leadership.

Total: 107.9% (41/38)

35. Use up to three words to describe the feelings and emotions evoked by your drawing?

34.2% (13/38)

energy, growth 13.2% (5/38)

energy/power. light. (growth)sorry had to use 4. growth. excitement. energy.

harmony, togetherness 36.8% (14/38)

togetherness. "home". harmony. peace. community versus dissociation. joint-action. solidarity. belongingness. peace. safe. secure. warmth. links. nurturance. safety. (belonging)connection.

hope, optimism 18.4% (7/38)

a better future. right side hope. hope. hope. hope. optimism. wishful.

inclusive 7.9% (3/38)

diversity. respect. tolerance. valuing. inclusion.

joy, happiness 13.2% (5/38)

joy. happiness. love. happy. joy.

miscellaneous 15.8% (6/38)

rich. relief. left side anger. liberation. reality. (purpose)action.

pride, achievement 18.4% (7/38)

meaningfull. fulfillment. sense of accomplishment. pride. achievement. pride. fulfillment. satisfied.

strength 7.9% (3/38)

courage. determination. strength. strength.

support 13.2% (5/38)

helpfulness. support. caring. support. helpful.

wholeness, natural, healthy 10.5% (4/38)

integration. wholeness. healthy. healthy. natural.

Total: 189.5% (72/38)

36. What does this main role mean to the members of your community?

34.2% (13/38)

facilitation 7.9% (3/38)

facilitation. they are included in the process and as part of the community. gives a focus to their desires to be a community.

hope, inspiration 15.8% (6/38)

a symbol of what can be. leadership. inspiration. hope. happiness. hope.

inclusive, connected 31.6% (12/38)

inclusiveness. a challenge to look beyond self-interest to common good. a sense of connected-ness (being connected). commonality. working together. there is a place/a source of connection for them. they are valued and affirmed for their gifts. they all have something to contribute to the effort. equality for everyone. involvement. caring/brotherhood. belief in people. true "community".

miscellaneous 7.9% (3/38)

more work/heartache/for those who are working for change. respected and distrusted. all of the above/safety.

new opportunities, better life 23.7% (9/38)

opportunity for participation and growth. empowerment. increased capacity. better Quality of Life. great ideas for change. opportunity/possibility/perhaps a chance. a chance to access a good family life and community. opening new opportunities. opportunities. better place to live/work & play. better future. quality of life.

Total: 121.1% (46/38)

37. What are the most important values in community leadership?

2.6% (1/38)

action.

caring, understanding 26.3% (10/38)

compassion. caring. understanding and empathy. caring. understanding. sympathy. people(love people). caring. understanding. caring. love of people.

courage, commitment 23.7% (9/38)

consistency. ethics. courage. confidence. commitment. courage. commitment. confidence. courage. committment. belief. strength.

helping 13.2% (5/38)

constructive. putting needs of others first. helping/everyone needs help from time to time. helping. values in community leadership?/selflessness.

honesty, integrity 44.7% (17/38)

integrity. truth. honesty. honesty. integrity. honesty. integrity. integrity. honesty. trust. honesty. trust. integrity. integrity. trust. honesty. integrity. honesty. integrity. honesty. honesty. honesty. integrity. integrity. honesty. integrity.

humility 10.5% (4/38)

humility. modesty. humility. a willingness to set aside ego.

inclusive 47.4% (18/38)

inclusivity. respect for all. inclusion and respect for others. inclusion. dignity. acceptance. inclusivity. respect. respect for individuals/tolerance. inclusive. inclusivity. respect. acceptance. valuing differences. respect. mutual understanding. democracy. affirmation. equality. equal opportunity. involvement. belief in the power of people. equity. empowerment. inclusion.

listening, openness 34.2% (13/38)

intelligence. receptiveness. attentiveness. listening to others. creating choices. creativity. listening/openness. openness. flexibility. listening. ability to listen. civility. openness. listening skills. perceptiveness.

partnership 21.1% (8/38)

working with not doing to. sharing. loyalty. working in partnership. participation. partnership. partnerships. sharing.

vision, motivation 10.5% (4/38)

positive (hope). vision. motivation. vision. seeing the big picture.

Total: 234.2% (89/38)

38. How do these values live out in your community?

2.6% (1/38)

ebb & flow 15.8% (6/38)

give and take. pockets of community growing slowly. in evolution/in change. ebb & flow depending on who decides to go forward with their time. (maybe in churches)religious groups/grassroots groups. some work needed fairly well/but sporadic.

helping 13.2% (5/38)

constructive actions. reaching out. helping others. don't understand "live out"/do you mean how are they expressed?. I see caring and dedication. strong historical foundation of caring and fellowship that lives on today.

miscellaneous 10.5% (4/38)

seeing changes in tenant relations. through day to day treatment of people/belief of our mission/mandate "walk the talk". through organizations/institutions/social/health service agencies. pretty well.

participation 31.6% (12/38)

consultation/opportunities for input and reflections/annual meetings/committees-co-operatives. public opportunity to participate in volunteer work. people doing things together. community has a great capacity to rise to the needs as they develop. OP2000 has been an inclusive initiative. working together. through making connections and partnerships that strengthen people and families. a collective of good intentioned people. community works together with a common understanding. through a sense of common purpose and generous spirit. people willing to work together. people given equal opportunities/citizen involvement. fabulous network between community org's has developed.

strong people 18.4% (7/38)

personal acts/some inst'l commitment. people taking chances to solve a problem. courage/confidence on many fronts. through strong individuals. a leader that ensures the people being assisted are listened to/included in the process i.e. hiring/training. strong leaders. people do what they say.

they don't 31.6% (12/38)

they don't. it is very difficult to engage/to feel as if you are being heard. openness/respectful of diversity. sporadically/intermittently/little breakthroughs more than systemically. not always. leftside: not much of anything other than vision to increasing profit for select few "worthy citizens". I don't see the receptiveness and sharing too often. struggle to live out/most people feel pressure to behave in other ways. with struggles/often living takes over our ability to see meaning. insufficient building. not very well. not sure they are lived out. not many positive examples are publicized?.

Total: 123.7% (47/38)

39. Theme

100.0% (38/38)

Total: 100.0% (38/38)

40. Words

100.0% (38/38)

Total: 100.0% (38/38)

41. Objects

100.0% (38/38)

Total: 100.0% (38/38)

42. Colors

100.0% (38/38)

Total: 100.0% (38/38)

Vision for Community Leadership

43. Describe your ideal vision of community leadership?

68.4% (26/38)

..... determination

collaborative, working together 31.6% (12/38)

involves people/native/formal and informal in a meaningful way. listening to the rythms and enabling people to move to them. Comm'ty has reached a point where it is culturally and institutionally organized that people contribute and take from tools/resources needed for good life. shared/multi sectoral/citizens at the centre. harmony with natural world. connection and tolerance for others. community working together to meet needs of citizens. facilitator not dictation/generates action. collaborative/democratic process. equal opportunity for all. effective coordination of effort with a positive result. brings all sectors together to strengthen home/family/community/people. caring and backing that up with money and action.

Total: 100.0% (38/38)

44. Use up to three words to describe the feelings and emotions evoked by your drawing?

65.8% (25/38)

.....

community, solidarity 15.8% (6/38)

inclusiveness. solidarity. reaching out. understanding. friendly. solidarity. helping one another. community. feeling of "community".

joy, happiness 15.8% (6/38)

Joy. joy. happiness. happiness. happiness. joy.

love, peace 10.5% (4/38)

peace. accepting. love. warmth.

miscellaneous 13.2% (5/38)

pointing out the challenges/dysfunctions. hope. hope. security. simplistic.

productive, energy 10.5% (4/38)

alertness. fun. productive. energy. creativity.

wholeness, balance 7.9% (3/38)

wholeness. completeness. balance/.../rhythm.

Total: 139.5% (53/38)

45. Describe your role?

68.4% (26/38)

protect the future of my children

facilitator, advocate 21.1% (8/38)

facilitator/encourage participation. sensitivity to all. advocate. facilitator. facilitate. accept and understand. facilitate. help to identify complete range of alternatives. team leader/team builder coach and mentor. build relationships. advocate.

participant 18.4% (7/38)

just one of the gang/living by the high norms shared by all and reaffirming them. participant. work towards change with and as a part of the community. initiative and example. I have helped improve this community so that my grandchildren will have opportunities. mobilize business sector to become involved. participant.

Total: 107.9% (41/38)

46. What specific social or economic problems would be addressed by fulfilling your ideal vision?

65.8% (25/38)

people's needs met 26.3% (10/38)

people would feel like they belong/like they matter/like they are important players/that they affect each other on the rate/the rest (housing/food,etc)....are from there. capacity of community to care for one another e.g. better housing. economic app's services effective continu of. integration of all social/economic and political aspects into decisions made/eliminate poverty/intolerance/sharing equitably as possible in responsibilities and benefits of community. "ALL" Basic needs/food/shelter/head/clothing/spiritual-emotional/mental and physical. unemployment. full employment. adequate affordable housing. remove all barriers/solidarity. rebalancing over production and over consumption between haves and have nots. access to what is needed to achieve a meaningful life for all in our community. people would receive the training and work opportunities necessary to build a strong home/family. adequate income/housing/food/child care/transport/social support and positive relationships.

poverty, crime, hunger 15.8% (6/38)

poverty alleviation. poverty/severe inequality. social distress/violence/cruelty. poverty/exclusion. racism/hate/judgement. poverty/crime/hunger. indicate poverty. no poverty or homelessness/no need for food banks or the United Way.

Total: 107.9% (41/38)

47. Theme

100.0% (38/38)

Total: 100.0% (38/38)

48. Words

100.0% (38/38)

Total: 100.0% (38/38)

49. Objects

100.0% (38/38)

Total: 100.0% (38/38)

50. Colors

100.0% (38/38)

Total: 100.0% (38/38)

Opportunities 2000**51. What does Opportunities 2000 mean to you?**

34.2% (13/38)

better future for people 13.2% (5/38)

people living to the fullest. a model for others to follow. building a better future. hope for future. hope for individuals.

community action 31.6% (12/38)

another small initiative that helps the whole. a chance to make a difference in my community. community action. group using their abilities to enhance community. opportunity to give back to the community. a source of bringing together people/ideas/resources. shared partnerships. a chance to materialize community co-operation. working with different communities to accomplish a goal/communities supporting each other. community development and capacity. pride to community. a partnering of agencies to create a new vision for the community and bring about permanent changes.

creating opportunities 13.2% (5/38)

giving people a chance!. an important start. creating opportunities. "opportunity" belief in who we are access to staff. a catapult for change/a springboard.

new ideas 7.9% (3/38)

chance to share ideas about important issues. interesting experiment. inspiration. new ideas.

poverty alleviation 15.8% (6/38)

encouraging community to tackle poverty. a process to engage the community in poverty. initiative to bring the opportunity to do something to attack the poverty issue. specific goal to reduce OPP 2000 2000 families in poverty by Year 2000. an organization of people who research and gather info towards the goal of bringing 2000 people out of poverty by the year 2000. re: poverty/put poverty on the agenda.

Total: 115.8% (44/38)

52. What does Opportunities 2000 staff mean to you?

36.8% (14/38)

.....?.....

dedicated, committed 28.9% (11/38)

Champions! Back bone of the movement. hard working/overworked/very dedicated. dedicated/motivated. sincerity. hardworking team. committed. leadership. integrity. enthusiasm. group of dedicated people to "make it happen". dedicated people. an ability to keep the vision alive. hardworking.

knowledge, ideas 5.3% (2/38)

conceptualizing ideas. knowledge.

organizers, partners 26.3% (10/38)

good organizers. conduits/tools for implementing OP/2000. connections. shared work load. those involved in coordinating OPP 2000 activities. 1st time got a true sense of community. individuals associated with various community projects. partners. organizing/motivators. strong leadership.

supportive, helpful 39.5% (15/38)

good supports/resources. thimbles outside the box. supporting the leadership activity. very helpful. mutual support network. open. helpful. resources. resources. assistance. team support advice. an invaluable support and resource. listening ear/"shoulder to cry on". a very energized/supportive/group. helps us to accomplish our own goals as well as their own. help/support. support for change. assistance to community projects with implementation.

Total: 136.8% (52/38)

53. What does the Opportunities 2000 Leadership roundtable mean to you?

34.2% (13/38)

.....
caring community 5.3% (2/38)

community service. a great feeling!. caring community.

connection, network 21.1% (8/38)

great to see the broad participation. broad network of people/tentacles to wider community. connection to some key players. collection of leaders from various "groups" who have the ability to influence. ownership by key partners/sectors in community of OPP 2000 vision. a group of community members working towards drastically reducing poverty in Waterloo Region. community connections and contacts. getting heads of organizations involved.

guidance, direction 13.2% (5/38)

direction. action plans. leaders putting feet to our thoughts and vision. as an observer through written materials they provide insightful support. guidance. set directions/momentum re:/poverty/elevation on Waterloo Region.

miscellaneous 13.2% (5/38)

the "courage" and "conviction" to lead. again an important start. commitment. bureaucracy. it is a bit of an unknown but seems to be very worthwhile(in principle).

share, learn 26.3% (10/38)

opportunity to share and continuing to learn from other leaders. a chance to get updated on OP2K activities. chance to put ideas re ... issues on table. shared ears and eyes in the broader community. ability to discuss issues and keep projection track. ideas. ability to hear different points of view and learn about their concerns/problems. a voice. sharing of knowledge/learning/input/ideas. an opportunity for different sectors to come together and learn about one another's roles possible roles in our community.

Total: 113.2% (43/38)

54. On a scale from 1 to 10, rate the appeal of Opportunites 200 vision statement? _____ (where 1 is low and 10 is high)

34.2% (13/38)

.....
10 10.5% (4/38)

10. 10. 10. 10.

4 2.6% (1/38)

4.

5 2.6% (1/38)

5.

6 2.6% (1/38)

6.

7 5.3% (2/38)

7. 7.

8 26.3% (10/38)

8. 8. 8. 8. 8. 8. 8. 8. 8.

9 15.8% (6/38)

9. 9. 9. 9. 8.5. 9.

Total: 100.0% (38/38), Mean: 8.1 (203/25), Mode: 8

55. Why did you give this rating?

34.2% (13/38)

appealing goal 26.3% (10/38)

10-because I can't think of a better goal for my peers in this community!. 9-excellent outreach program. 10-goal to enhance quality of life is very important to community. 9-it makes you think/yes/this is good/this is possible/it is clear and succinct. 10-without hesitation we must set our sights as high as we can. 9-the vision statement is clear and meaningful. 8-touches in aspects of community building. 8-goals. 9-great opportunity to do something re: pverty and learn for implemantation elsewhere. 10-the statement is very appealing/to help others here and elsewhere and be a model community.

hopeful, meaningful 15.8% (6/38)

9-a vision of change. 8-its something that "touches" people/its important. 8-it sees that community based and business reps can make a difference. 8-mission statement is meaningful and under standard. 8-the hope of the statement and how attractive it will be to all. 8-optomistic.

mixed feelings 15.8% (6/38)

7-vision statement is appealing/but not esp/uspiring. 8-noble goal almost "if you can't think that is valuable you are nasty". 8-does not address sustainability/otherwise excellent. 8-not sure the community as a whole sees this as a "10". 8-would be wonderful to accomplish but is it possible/could be scary to anyone that reads but doesn't know how effective it is. 8.5-has great appeal/but people may question the ability to follow-through.

negatives 10.5% (4/38)

7-more focus on helpingand not assuming we can influence the whole nation. 6-a hint of arrogance in setting example for everyone else/a hint of competitiveness. 5-competition in other regions. 4-too dificult for people to understand.

Total: 102.6% (39/38)

56. What specific improvements would you make to the Opportunities 2000 vision statement?

34.2% (13/38)

expand partnerships 13.2% (5/38)

mention of linkages and partnerships. would refer to "all" community/not separate poor and rest.....talk about ...opportunites for all/not poverty reduction. include more emphasis on Com. building. shared responsibility. partner with groups/org. involved with those in poverty including people experiencing poverty and expand the goal beyond working.

miscellaneous 7.9% (3/38)

overcame 55!. vision/action added?. order of wording/suggests that the people in poverty are leading the process and in reality they are not/however perhaps the problem is not the vision statement but other variables.

narrow scope 7.9% (3/38)

make it a little less arrogant/re the rest of Canada. Remone "in Canada" downscale to a smaller region. focusmore on those in poverty and less on being lowest (or best) in Canada.

no answer 15.8% (6/38)

none. . can't think of anything. . . ?.

shorten, clarify 13.2% (5/38)

specify what "learnings" would be e.g. preventive ideas. make it a little shorter. state it more directly/"lowest in Canada?". stress opportunities for the poor and quality of life. create a slogan/a mantra?/to be repeated often.

widen scope 10.5% (4/38)

should be province wide not just Waterloo. that "sustainablity" be worked in to the vision statement. a line about our role in shaping policy nationally and internationally. generate learnings to broader spectrum (not just Canada).

Total: 102.6% (39/38)

57. What is the primary role of the partners in fulfilling Opportunities 2000's vision?

36.8% (14/38)

..... honestly evaluating the process.

action, results 18.4% (7/38)

action/RESULTS!. action and change within to get more people back in work force. turning the vision into reality. using abilities and resources to achieve goal. to responsible for implementing projects. creating opportunities for low-income people/business/jobs/training/NGO's/projects/training/gov'ts/felxibility/re: policy.

build awareness 13.2% (5/38)

awareness. visibility. selling to the rest of the community. networking feed back sharing experience/growing from each other. identify participants. to change the way people think and act towards those in poverty (small changes - big changes).

leadership 7.9% (3/38)

leadership. leadership. shaping and directing. facilitating opportunity.

working together 39.5% (15/38)

linkages and matching of opportunities. support activites and initate activities. putting it into action/connecting with actual people mobilize resources/..... get moving/use it as a springboard. practioners. work in partnership to create opportunities/monitor progress. helpers. commitment. participation. collaborating resources and responding to needs. utilizing support of OP2000. no special interst. working together. acceptance of differences. be an earnest participant. helping to accomplish vision. working within this vision statement to develop and initiate projects that work towards reducing poverty. share resources. to work with them in creating common goals. looking for ways to work together/share vision/share resources/without looking for personal benefits.

Total: 115.8% (44/38)

58. What is the primary role of the Leadership Roundtable in fulfilling Opportunities 2000's vision?

34.2% (13/38)

facillitate 18.4% (7/38)

supporting/enabling. making connections. facilitating process. connections. support. to recognize and suggest opportunities. brainstorming. filtering ideas. allowing these groups to do the above.

leadership, co-ordinate, direct 42.1% (16/38)

champion. advice. solve problems. vision. experience/..... to what exists and where we have to go. attempt to steer. overview/have the pig picture. exort influence in community. encouraging others by example. leadership. shaping/directing. see #53 also leading by example (in peer groups). guidance. provide direction. leadership. direction. I believe it is to advise/set direction and invite action. to act as a steering committee to coordinate projects and give leadership direction for OPP 2000. coordinating all the sectors involved. establishing goals. to guide the change. set direction.

mobilize 23.7% (9/38)

motivate others to get involved. to get 2000 families in low income back into payable job. mobilizing resources/grant legitimacy. Light the fires!! See that the "wood" and "matches" meet. bring resources to the table. mobilize the various sectors. to spread the word. to convince the sector they represent of value of program. ensure partners on board and implementing.

track progress, evaluate 13.2% (5/38)

track progress. monitoring. sober review of its work and re-direction. keeping "all" on track. help keep on track/help to feedback and goals.

Total: 131.6% (50/38)

59. What is the primary role of the staff in fulfilling Opportunities 2000's vision?

36.8% (14/38)

.....
co-ordinate work 10.5% (4/38)

coordinate work. coordination. coordination of efforts. to take leadership of project.

facilitate 18.4% (7/38)

keeping us focused. creating linkages. maintain spirits. brokering flora for people and groups to come together. suggestion/a critical ear. be community facilitators or animators. to facilitate opportunities for change. helping to connect groups (sectors).

make it happen 28.9% (11/38)

develop action plan. day to day detail. follow through. carry the bulk of the actual work as well as innovate. leg work. keep the momentum/keep the vision. keep things on track/monitor. doers. "make it happen". belief in the statement then daily working with all of us to keep us focused and on track. to do the "leg work" bringing people together etc. to make things happen. implementation of LRT direction.

support partners 31.6% (12/38)

supporting leadership and action by others. administrative support. to assist needs re questions. support. assist/help mobilize within their sector. information to partners providing resources. to provide support. supporting or assisting community partners. staff access relevant info/research and disseminate to partners. to loan support to those working directly for change. create partnerships and sustainability to community. support to partners.

technical skills 7.9% (3/38)

research. technical skill. guidance-I consider them content experts in community economic development.

Total: 134.2% (51/38)

60. On a scale from 1 to 10 rate how well Opportunities 2000 is currently performing? _____ (where 1 is low and 10 is high)

36.8% (14/38)

.....
10 2.6% (1/38)

10.

5 5.3% (2/38)

5. 5.

6 7.9% (3/38)

6. 6. 6.

7 34.2% (13/38)

7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. ?.

8 10.5% (4/38)

8. 8. 8. 8.

9 2.6% (1/38)

9.

Total: 100.0% (38/38), Mean: 7.1 (170/24), Mode: 7

61. Why did you give this rating?

36.8% (14/38)

.....
doing a great job 18.4% (7/38)

7-target accomplishment good/discipline and getting better. 7-excellent work/CBO's but need to concentrate more on other sectors to achieve 2000 by 2000 and sustainability. 8-personally you have inspired me to respond to your call and have provided excellent support. 8-from the personal support we've shared and their example to others within our community/they believe in it. 10-has given our org. amazing support/always been there whenever we needed them/creative innovative thinkers. 8-a good job is being done/despite uncontrollable obstacles. 7-doing great job/but now needs to connect more with existing infrastructures to ensure sustainability of vision.

mixed 15.8% (6/38)

7-more on track than it was 8 mos. ago/a way to go yet. 7-advised alot w/resources/has trouble focusing/and time. 7-would have given higher rating if we had more time to deliver more permanent lasting quality work. 7-in its own terms/very well/lots of activity/but the right activity/yes & no. 7-a gut hunch/room for growth. 7-always room to improve.

no answer 5.3% (2/38)

I'm new to the group and can't assess performance. I don't feel qualified or well enough informed to rate for #60.

results not great 23.7% (9/38)

7-results are to tangible as opposed to real. 7-OP/2000 could focus more on its "Human Empowerment" conf. 7-where is the LRT (some folks absent) true commitment. 8-our goals are in sight of being reached however a great deal of work needs to be done. 6-need more measurable results. 5-results are less than stunning 5-too early to tell is goal has been met and other glitches (see #56). 6-with staff changeover there has been less involvement. 6-outcomes don't always live up to vision.

Total: 100.0% (38/38)

62. What specific performance improvements could Opportunities 2000 make?

34.2% (13/38)

get results 10.5% (4/38)

specific targets and and results reporting. more realistic schedules/the only thing that matters is doing the job well. recognize that opportunity can only be achieved when people are empowered (not financially). get results/more opportunities for people resulting in poverty reduction.

long term plan 10.5% (4/38)

stronger/long term poverty reduction strategies. develop a sustainability plan. direction regarding being able to sustain projects beyond 1 year helping put in place longer term plans including follow-up evaluation. better develop long range plan for when program families in 2000.

miscellaneous 10.5% (4/38)

cleaner metrics around "are we really making a difference" broader communications to public at large! more collective efforts sectors. put more pressure on "stewardship role". the usual/give more time to workshops.

more business links 7.9% (3/38)

more influence and input from the business sector. more work business sector. making more connections/links between business partners and organizations and those in poverty/forum for learning about other projects.

more staff 5.3% (2/38)

need more OP2000 staff. non profits need expertise with limited staff/help in areas such as evaluation/proposal writing/budgets/finding grants/sustainability.

more voice for low income 26.3% (10/38)

still more participation from low income people/working in that direction. more voice for low income folks. more emphasis on citizens in poverty rather than University of Waterloo students. more critical reflection/more effective integration of low groups. stronger advocacy. involve PIP more. though numbers are important we need to remember to keep the face of the "people in poverty" at the forefront. need to sit and listen to groups and the "poor"/working poor. more awareness for people in poverty. more involvement from low income people/more connections with existing infrastructures/more partnerships.

no answer 10.5% (4/38)

I'm new to the group and can't assess performance. I have no suggestion. don't know. don't really know enough about the details to comment.

Total: 115.8% (44/38)

Ideal Vision for Opportunities 2000's Community Leadership Role

63. Describe your ideal vision of the community leadership role Opportunities 2000 could play.

39.5% (15/38)

..... give region a score card of its performance on poverty reduction.

assistance, direction 13.2% (5/38)

regionalization on transit. health. housing. through ongoing support though the road ahead is not straight or without pain/carry on. organizations/communities feeding off or learning from the experiences of OP2000. an organization that provides direct help to agencies in developing and running programs. technical assistance/direction.

connectedness, partnerships 34.2% (13/38)

invite others to become involved. bring all parts of the community together to tackle poverty. linking people from many different backgrounds and solutions in mutual goal of community building. positioned to be eyes and ears in community in all groups (business/families/poor/community service agencies/etc.. leader and facilitator of community stakeholders to improve community. bring all sectors together to combat poverty/cfreate opportunities. continue to advocate at levels of policy/government and connection to get businesses involved. as well continue to foster community partnerships. bring people/community leaders and representatives together to let them come up with a vision/common goal. bridging gaps between sectors of com. (cross cultural). being a connector/paving the way to solid partnerships. sharing all learnings adn information with others. connections/partnership. creating amosaic of connectedness/all parts interconnected/building the foundation or frame for this mosaic.

mobilizing, facilitating 21.1% (8/38)

vision is people with adequate housing/income and able to be comfortable in their communities/we have a small part to play. a source of motivation and nourishment for a more humane community. roll up sleeves. lead by examples. mobilizing the community/business/services/etc to take action. broker-bridging other "segments" of the community. emphasize the stewardship role companies have to reduce/eliminate poverty. to provide a center(hub)/think tank/for initiatives. motivation sustain.

Total: 107.9% (41/38)

64. Use up to three words to describe the feelings and emotions evoked by your drawing.

34.2% (13/38)

.....

determination, commitment 18.4% (7/38)

determination. hard work. commitment. challenge. rooted. strength. strength.

happiness, joy 13.2% (5/38)

pride. spiritual. joy. happiness. fun!

hope, excitement 13.2% (5/38)

hope. enthusiasum. hope. opportunity. excitement. optimism. inspiration.

miscellaneous 26.3% (10/38)

inform. act. simplicity. Government and brings all issues forth. hot and cold. think and act. leadership. motion(forward). navigation. fullness. resourceful. holistic. no boundaries.

negatives 7.9% (3/38)

we are not there. apprehension. pain. fear.

security 15.8% (6/38)

warmth. security. satisfaction. security. satisfaction. warmth. safety.

togetherness, co-operation, unity 31.6% (12/38)

togetherness. caring. belonging. caring. sense of co-operation. connection. understanding. unity. common purpose. equality. interconnections. partnerships. unity. together. cooperation. unity. partnership. togetherness. togetherness. equality. sharing. understanding.

Total: 160.5% (61/38)

65. Describe your role?

36.8% (14/38)

..... Hostility.....

contributing 39.5% (15/38)

making a better community for my family and my community peers. helping to make it happen. continuing to contribute time and energy. one of many hands. participating. revolving business in Opportunities 2000. need to make it happen. to work alongside. to participate. support/creates strengthen. we learn from experiences and grow with the community. developing programs. services to reduce poverty in our community. be a team player. helping share information. technical assistance. for my drawing I am a partner. a part of the solution. a contributor.

facilitator, connector 26.3% (10/38)

a recruiter. one of the "linkers" maybe illustrating this for others. togetherness. connect. sales perm. part of a group to assist in facilitating. help make connections between sectors(business and CBO's). a positive connection within my agency. linker/paver/facilitator/actor for change. connecting people.

leadership 10.5% (4/38)

leadership at Eby Village. lead when necessary/but to keep on!. a community leader. motivation/sustain.

Total: 113.2% (43/38)

66. What specific social or economic problems would be addressed by fulfilling your ideal vision?

39.5% (15/38)

..... loss of hope. . treating our own staff as well as we vision our clients should be treated.

homelessness 7.9% (3/38)

adequate/affordable housing for all. housing. homelessness.

hunger 7.9% (3/38)

no hungry/lonely people/kids through elderly. food/having enough. hunger.

further opportunities 13.2% (5/38)

community that provides opportunity for all. literacy. long term community capacity building/jobs/happy families. bring the worker self esteem and a brighter future outlook. investing in our clients i.e hiring them in our own agencies. offering training.

reduce poverty 36.8% (14/38)

economic and social inequity and injustice. more supports for the less fortunate a kinder safer community. Community Justice Workshop. poverty. goal of OP2000 achieved and reduced poverty. poverty and lack of opportunity. movement together from all players to reach goal of reducing poverty. acceptance/encouragement. giving back dignity to persons in poverty. poverty. improve the quality of life and lifting people out of poverty. poverty would be eliminated. increased opportunities for low-income people in Waterloo Region. in my ideal community there are enough resources to address all problems but ... inequality which do not have real influence.

tolerance, inclusion 13.2% (5/38)

tolerance of others. social exclusion/including economic but not exclusively. people do not have to feel that they are isolated. empathy for all sides/voices (which are usually unheard) will be heard. no boundaries/equality for everyone.

Total: 118.4% (45/38)

67. Theme
100.0% (38/38)

Total: 100.0% (38/38)

68. Words
100.0% (38/38)

Total: 100.0% (38/38)

69. Objects
100.0% (38/38)

Total: 100.0% (38/38)

70. Colors
100.0% (38/38)

Total: 100.0% (38/38)

71. What is the most important thing Opportunities 2000 can do in the coming year to work towards your ideal vision?

36.8% (14/38)

..... we need you for more than another year to keep at the hub of the wheel moving towards downward poverty.

broaden support 44.7% (17/38)

get involvement from public-at-large in our efforts! creating possibilities and responsibility for the business sector. embed a sense of community caring/responsibility for the most vulnerable. share the community it can do something about poverty. get government and community leaders committed to its goal. forge link w/ low income members of community. broaden support for poverty reduction. keep massaging partnerships/promote the value of this initiative. produce tangible results that can inspire more orgs to take action and perpetuate the OP2000 vision. mobilize all sectors. empasize the need for all parties to be commiteed (attendance at LRT/..... support and nurture those on the front line. seek the commitment of teh money holders to takecommitment. provide more direct help in terms of finding grant money. build stronger connections among all partners. create and strengthen the links between partners. teach the different sectors about how much each one needs the other in order to be successful and encourage them to learn about one another.

communication 13.2% (5/38)

communicate better. share the story daily. more talking/sharing of ideas/visions of how to reduce poverty rather than just relying on projects. liaising to businesses. program evaluation. sharing learning and information with all.

create jobs 7.9% (3/38)

create job opportunities for citizen in need. take from concept to reality. create flexibility re: local hiring/training practices and re: gov't policy.

sustainability plan 13.2% (5/38)

provide permanent structures to support it. develop a sustainability plan. develop its own sustainability plan. work towards some form of sustainability. sustainability.

Total: 115.8% (44/38)

72. Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue to thrive 3 years from now?

34.2% (13/38)

committed partners 42.1% (16/38)

ensure other key institutions will work together to make change after December. get the support and commitment of the Region's elected officials. create a Leadership Roundtable-like structure including a funding component committed to long term effort. create a willingness to address poverty to all sectors of society. convince people/groups to "bear" the vision as their responsibility. see above/set up its self per... within local community and business organizations. linkages to carry it forward in the community. build community involvement. get more money. get a strong community/business/government commitment to the project. secure same or find new sponsor(a rotational sponsorship?). relinquish ownership and pass back to community (make it truly community based). develop leadership capacity of participants. foster leadership and partnership within and between partners. question of sustainability and giving leadership to the community make them owners of their projects. build partnership and use existing infrastructures to sustain vision. ensure sectors are well connected and have formed strong committed partnerships.

education, tell our story 13.2% (5/38)

develop a document telling our story. public educations and disclosure from partners on a yearly basis (report card). continue to raise awareness of issues/build a strong foundation of community leaders who will carry on. research to strengthen need. lobby the government. inform the larger community/province/country of your efforts.

results 7.9% (3/38)

make sure all programs are successful in completion. by making programs reality will allow stakeholders to see concrete results and continue process. keep up the quality of process.

strategic plan 10.5% (4/38)

action plan for all stakeholders!. get committed people who plan ahead 3 years. work with all sectors to put in place a sustainability plan and structures. develop a strategic plan for continuation/define plan for next 3 years.

Total: 107.9% (41/38)

73. Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue to thrive 10 years from now?

36.8% (14/38)

..... good question!

develop a model 13.2% (5/38)

structure. expand mandate across Canada. have to attack root causes. self sustainability. continue to act as consultants with a similiar vision. develop a model of community building that is unique effective and easily transferrable to other communities in the country/internationally/etc..

education 7.9% (3/38)

public education and disclosure on a yearly basis (report card). make presentations to municipal councils/the 2 Universitites and Conestoga College. prove that poverty reduction makes for "stronger" healthier community for all (inc. good for business).

leadership 18.4% (7/38)

arrange explicitly to pass the baton regulary/get young people on board!. remain responsive and creative. must continue to have a community "Champion" to keep the vision and share the successes to continue to inspire. must retain the leadership as noted above. a strong foundation of leaders(youth as well) who will carry on the vision. develop leadership capacity of participants

. leadership to the commuity and projects.

legislation 10.5% (4/38)

build efforts in to legislation. change real policy/social policy at government level at level for legislation. have gov't adopt OP2000 as a way of doing things. work towards political policy/legislation/shareholder organizations.

partnerships 23.7% (9/38)

funding. Ensure other key will work together to make change after Dec.. similarand committment these people can make it happen. linkages to carry forward in community work with all to develop a sustainability plan and structure

. foster the strengths/capabilities and passion of all sectorial partners so that they continue to focus on the vision. cannot be driven from organization but muti sectoral based. build partnerships with projects so they can work together. build partnerships/gain broad community support. foster new ways for community partnerships/encourage innovative ways of partnering.

Total: 110.5% (42/38)

Process Evaluation

74. On a scale of 1-10, how would you rate the usefulness of the process used in this focus group? ____ (where 1 is low and 10 is high)

39.5% (15/38)

10 7.9% (3/38)

10. 10. 10.

6 5.3% (2/38)

6. 6.

7 15.8% (6/38)

7. 7. 7. 7. 7. 7.

8 18.4% (7/38)

8. 8. 8. 8. 8. 8. 8.

9 13.2% (5/38)

9. 9. 8.5. 9. 9.

Total: 100.0% (38/38), Mean: 8.0 (185/23), Mode: 8

75. Why did you give this rating?

44.7% (17/38)

8-depends on the follow through. 7-could have been done by questionnaire sent out to groups for feedback.

excellent tool 36.8% (14/38)

8-excellent tool. 9-surprisingly effective at surfacing my views about leadership. 6-use of different media (good). 8.5-forces us to think about how we organize and why/don't do this very much. 8-I came in not thinking of anything/I'm leaving stimulated. 7-it's a shame that more people weren't there/maybe it should have been done through another venue/a lot of critical discussion her/more people/greater feed back/overall a good session. 9-good community development process. 9-includes room for creativity/thought and discussion. 7-quick response/to question/first things that come to mind. 7-useful to think about leadership in various ways. 7-it really worked quite well. 10-inspiring/self reflective/energizing. 8-(-2 for the pictures)/excellent otherwise. 8-very good to animate focus group to think about action.

helped to focus 10.5% (4/38)

9-it enabled me personally to see that keeping "on track" and keeping focused produces results . 10-helped to focus/clarify/build on previous thoughts. 8-helped distill my thoughts. 10-the process/the facilitated journey/helped to focus my mind and build on previous answers.

more time 7.9% (3/38)

6-it was too fast/it take a long time to think about these. 8-too bad we didn't have more time. 9-expected more dialogue would be needed.

negatives 7.9% (3/38)

6-somewhat repetitive/not too good. 7-personal or organization goal not articulated. 8-some of the terminology/purposefulness is hard to work with.

Total: 107.9% (41/38)

76. How would you improve this session?

42.1% (16/38)

personal acceptance was 9.

black & brown crayons 5.3% (2/38)

black crayons. black and brown crayons.

clearer purpose 13.2% (5/38)

purpose not clear. articulate goal of evaluation questions. longer written instructions/more.....on the "why". clarity regarding purpose of todays session (I understood this topic was on leadership so came with different expectations). more people see brown bag lunch as a newtworking opp..

more discussion 21.1% (8/38)

group discussion. more dialogue would have flushed out ideas further/it would also have been interesting to hear more from others. more discussion. more discussion. more discussion time. possible more have to share ideas/feed back. more opportunity to talk about leadership for my projects. more time for discussions.

more diversity of participants 5.3% (2/38)

more diversity with participants i.e. search conference?. include or encourage more non-social service folks.

more time 26.3% (10/38)

exercise to take at home and reflect. more time. more time. make it longer. more time. more time for reflection. make it a bit longer?. more times for drawings. bit more time otherwise great. more time to complete the exercise.

too repititious 7.9% (3/38)

some questions too similar/hair splitting. some questions were similar. probably fewer statements/questions/some redundancy.

Total: 121.1% (46/38)

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Background

1. Which organisation do you represent?

| Sample Size (n=) | 8 | 11 | 15 | 4 | 11 | 27 | 24 | 13 |
|-----------------------------------|------|------|--------|-------|-----|-----|-----|-----|
| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
| Learning Consortium (21%) | 100% | 0% | 0% | 0% | 18% | 22% | 25% | 15% |
| Leadership Roundtabl (29%) | 0% | 100% | 0% | 0% | 18% | 33% | 17% | 46% |
| Partners Community - OP2000 (39%) | 0% | 0% | 100% | 0% | 55% | 33% | 54% | 15% |
| | 0% | 0% | 0% | 100% | 9% | 11% | 4% | 23% |

2. Are you ...

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| Community, Board (18%) | 0% | 18% | 27% | 25% | 18% | 19% | 21% | 15% |
| a direct delivery po (13%) | 13% | 27% | 7% | 0% | 9% | 15% | 13% | 8% |
| in a management posi (68%) | 88% | 55% | 67% | 75% | 73% | 67% | 67% | 77% |

3. What is your formal level of education?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------------------|-----|-----|--------|-------|-----|-----|-----|------|
| less than high school (5%) | 13% | 0% | 7% | 0% | 9% | 4% | 8% | 0% |
| high school graduate (5%) | 0% | 9% | 7% | 0% | 9% | 4% | 4% | 0% |
| college or universit (89%) | 88% | 91% | 87% | 100% | 82% | 93% | 88% | 100% |

4. What is your age?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------|-----|-----|--------|-------|------|------|-----|-----|
| fifty or over (29%) | 25% | 18% | 40% | 25% | 100% | 0% | 29% | 31% |
| under fifty (71%) | 75% | 82% | 60% | 75% | 0% | 100% | 71% | 69% |

5. What is your annual household income?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| \$30,000 to 65,000 (32%) | 38% | 18% | 47% | 0% | 45% | 26% | 42% | 15% |
| <\$30,000 (8%) | 25% | 9% | 0% | 0% | 0% | 11% | 8% | 0% |
| more than \$65,000 (61%) | 38% | 73% | 53% | 100% | 55% | 63% | 50% | 85% |

6. Are you employed..

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|------------------|------|-----|--------|-------|-----|-----|-----|------|
| Full time (87%) | 100% | 73% | 87% | 100% | 82% | 89% | 83% | 100% |
| Part time (5%) | 0% | 9% | 7% | 0% | 9% | 4% | 8% | 0% |
| unemployed (8%) | 0% | 18% | 7% | 0% | 9% | 7% | 8% | 0% |

7. Are you.....

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------------|-----|-----|--------|-------|-----|-----|------|------|
| (3%) | 0% | 9% | 0% | 0% | 0% | 4% | 0% | 0% |
| Female (63%) | 75% | 36% | 87% | 25% | 64% | 63% | 100% | 0% |
| Male (34%) | 25% | 55% | 13% | 75% | 36% | 33% | 0% | 100% |

Meaning

8. What does community mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| (3%) | 13% | 0% | 0% | 0% | 9% | 0% | 4% | 0% |
| belonging (16%) | 25% | 9% | 13% | 25% | 9% | 19% | 17% | 15% |
| common good (18%) | 25% | 27% | 7% | 25% | 27% | 15% | 8% | 38% |
| geographic area (18%) | 50% | 9% | 7% | 25% | 9% | 22% | 21% | 15% |
| mutual support (32%) | 25% | 36% | 20% | 75% | 27% | 33% | 25% | 46% |
| working together (42%) | 38% | 27% | 60% | 25% | 36% | 44% | 54% | 15% |

9. What does community building mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| building relationshi (21%) | 38% | 18% | 13% | 25% | 9% | 26% | 21% | 23% |
| education - communit (11%) | 25% | 9% | 7% | 0% | 18% | 7% | 13% | 8% |
| increase capacity, i (42%) | 25% | 45% | 47% | 50% | 45% | 41% | 38% | 54% |
| leadership, goal set (11%) | 0% | 0% | 20% | 25% | 9% | 11% | 13% | 8% |
| miscellaneous (8%) | 13% | 9% | 7% | 0% | 9% | 7% | 4% | 8% |
| working together (26%) | 25% | 18% | 27% | 50% | 36% | 22% | 29% | 23% |

10. What does community breakdown mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| conflict, hostility (29%) | 13% | 27% | 27% | 75% | 27% | 30% | 29% | 23% |
| isolation, individua (55%) | 50% | 55% | 60% | 50% | 55% | 56% | 50% | 69% |
| lack of caring, supp (34%) | 50% | 36% | 27% | 25% | 55% | 26% | 33% | 38% |
| miscellaneous (8%) | 0% | 9% | 7% | 25% | 9% | 7% | 8% | 8% |
| poverty (18%) | 38% | 0% | 13% | 50% | 18% | 19% | 25% | 8% |

11. What does a caring community mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| inclusive, sharing o (24%) | 63% | 9% | 20% | 0% | 18% | 26% | 29% | 15% |
| miscellaneous (5%) | 13% | 0% | 7% | 0% | 9% | 4% | 8% | 0% |
| people support each (82%) | 50% | 100% | 80% | 100% | 82% | 81% | 75% | 92% |

Synopsis Report

17. What does leadership mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| example, role model (47%) | 13% | 64% | 53% | 50% | 45% | 48% | 42% | 54% |
| facilitating (39%) | 100% | 18% | 27% | 25% | 55% | 33% | 46% | 31% |
| inspiring (13%) | 13% | 9% | 20% | 0% | 27% | 7% | 21% | 0% |
| taking responsibility (21%) | 0% | 27% | 27% | 25% | 9% | 26% | 17% | 31% |
| vision (21%) | 50% | 9% | 20% | 0% | 36% | 15% | 17% | 31% |
| work together for common (11%) | 13% | 0% | 20% | 0% | 18% | 7% | 13% | 8% |

18. What does participatory leadership mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (37%) | 0% | 100% | 7% | 50% | 36% | 37% | 21% | 62% |
| democratic decisions (18%) | 38% | 0% | 27% | 0% | 9% | 22% | 17% | 23% |
| hands on (5%) | 13% | 0% | 7% | 0% | 9% | 4% | 8% | 0% |
| inclusive (26%) | 38% | 0% | 47% | 0% | 45% | 19% | 38% | 8% |
| working together as (26%) | 25% | 0% | 40% | 50% | 27% | 26% | 33% | 15% |

19. What does multiple leadership mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| No answer (3%) | 13% | 0% | 0% | 0% | 0% | 4% | 4% | 0% |
| flexibility (3%) | 13% | 0% | 0% | 0% | 0% | 4% | 4% | 0% |
| flexibility (11%) | 13% | 9% | 7% | 25% | 18% | 7% | 8% | 8% |
| more than one person (74%) | 50% | 91% | 73% | 75% | 64% | 78% | 71% | 85% |
| team work, consensus (26%) | 50% | 9% | 33% | 0% | 45% | 19% | 29% | 23% |

20. What does community leadership mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| (3%) | 0% | 0% | 7% | 0% | 9% | 0% | 4% | 0% |
| collective responsibility (61%) | 75% | 73% | 47% | 50% | 64% | 59% | 46% | 85% |
| inspire, guide (18%) | 13% | 9% | 27% | 25% | 9% | 22% | 25% | 8% |
| put community first (21%) | 25% | 18% | 20% | 25% | 27% | 19% | 29% | 8% |

21. What does multi-sector participation mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| business, government (45%) | 50% | 0% | 73% | 50% | 45% | 44% | 54% | 31% |
| exciting (8%) | 13% | 0% | 7% | 25% | 9% | 7% | 13% | 0% |
| miscellaneous (5%) | 13% | 0% | 7% | 0% | 9% | 4% | 8% | 0% |
| partnerships, relationships (18%) | 38% | 0% | 27% | 0% | 18% | 19% | 25% | 8% |

22. What does civic (or civil) society mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| caring, fairness (26%) | 0% | 0% | 53% | 50% | 27% | 26% | 33% | 15% |
| community control (34%) | 63% | 0% | 47% | 25% | 36% | 33% | 38% | 31% |
| healthy (5%) | 13% | 0% | 7% | 0% | 9% | 4% | 8% | 0% |
| non-government (8%) | 38% | 0% | 0% | 0% | 9% | 7% | 13% | 0% |

24. What does purposefulness mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| clarity, focus (16%) | 50% | 0% | 13% | 0% | 27% | 11% | 17% | 15% |
| desire, determination (34%) | 50% | 0% | 60% | 0% | 55% | 26% | 50% | 8% |
| goals & objectives (16%) | 13% | 0% | 20% | 50% | 0% | 22% | 21% | 8% |
| meaning (13%) | 13% | 0% | 27% | 0% | 27% | 7% | 21% | 0% |
| vision, values (13%) | 38% | 0% | 13% | 0% | 18% | 11% | 13% | 15% |

25. What does social entrepreneurship mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| creative social solutions (34%) | 38% | 0% | 53% | 50% | 36% | 33% | 42% | 23% |
| economic & social (26%) | 63% | 0% | 33% | 0% | 27% | 26% | 33% | 15% |
| miscellaneous (11%) | 13% | 0% | 13% | 25% | 18% | 7% | 17% | 0% |

Leadership

26. What is the main role of leadership in communities?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| facilitate (21%) | 38% | 27% | 13% | 0% | 9% | 26% | 21% | 23% |
| guide (13%) | 13% | 0% | 20% | 25% | 0% | 19% | 17% | 8% |
| inspire, motivate (13%) | 13% | 27% | 7% | 0% | 18% | 11% | 13% | 15% |
| lead by example (34%) | 0% | 27% | 47% | 75% | 55% | 26% | 21% | 54% |
| mobilize people & resources (34%) | 50% | 45% | 20% | 25% | 18% | 41% | 38% | 31% |
| vision (13%) | 0% | 18% | 13% | 25% | 18% | 11% | 8% | 23% |

27. From your experiences, what role does leadership play in building (nurturing) creativity?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|------------------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| (5%) | 13% | 9% | 0% | 0% | 0% | 7% | 4% | 0% |
| lead by example (21%) | 13% | 18% | 27% | 25% | 9% | 26% | 25% | 15% |
| listening, encouraging (50%) | 38% | 55% | 53% | 50% | 36% | 56% | 54% | 46% |
| major role (16%) | 13% | 0% | 20% | 50% | 27% | 11% | 13% | 23% |
| negatives (5%) | 0% | 9% | 7% | 0% | 9% | 4% | 0% | 15% |
| provide supports & resources (26%) | 38% | 18% | 20% | 50% | 27% | 26% | 29% | 23% |

Community Leadership Focus Groups

28. What role does leadership play in creating a vision for the future?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| facilitate (39%) | 63% | 0% | 53% | 50% | 45% | 37% | 50% | 23% |
| major role (5%) | 13% | 0% | 7% | 0% | 0% | 7% | 8% | 0% |
| sharing vision, tell (21%) | 25% | 0% | 40% | 0% | 27% | 19% | 25% | 15% |

29. What role does leadership play in instilling values?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (37%) | 13% | 100% | 0% | 50% | 27% | 41% | 21% | 62% |
| community defines va (8%) | 13% | 0% | 13% | 0% | 0% | 11% | 13% | 0% |
| facilitate (21%) | 25% | 0% | 27% | 50% | 9% | 26% | 21% | 23% |
| lead by example (34%) | 38% | 0% | 53% | 50% | 64% | 22% | 42% | 23% |
| major role (13%) | 13% | 0% | 27% | 0% | 18% | 11% | 17% | 8% |

30. What does purposefulness in leadership mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| determination (13%) | 38% | 0% | 13% | 0% | 9% | 15% | 21% | 0% |
| direction (16%) | 0% | 0% | 40% | 0% | 18% | 15% | 21% | 8% |
| goals & objectives (21%) | 25% | 0% | 33% | 25% | 9% | 26% | 33% | 0% |
| meaning, values (13%) | 13% | 0% | 27% | 0% | 27% | 7% | 17% | 8% |
| results (11%) | 0% | 0% | 27% | 0% | 9% | 11% | 13% | 8% |
| vision (18%) | 50% | 0% | 13% | 25% | 27% | 15% | 17% | 23% |

31. What role does community leadership have in managing change?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| bringing together, m (21%) | 13% | 0% | 47% | 0% | 9% | 26% | 29% | 8% |
| direction, focus (13%) | 13% | 0% | 27% | 0% | 18% | 11% | 8% | 23% |
| facilitate, encourag (32%) | 88% | 0% | 20% | 50% | 36% | 30% | 42% | 15% |
| miscellaneous (11%) | 13% | 0% | 20% | 0% | 27% | 4% | 17% | 0% |

32. What is an example of community leadership?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| (11%) | 38% | 0% | 7% | 0% | 9% | 11% | 17% | 0% |
| Charismatic Leaders (11%) | 0% | 9% | 7% | 50% | 18% | 7% | 8% | 15% |
| OP2000 (8%) | 0% | 0% | 13% | 25% | 0% | 11% | 13% | 0% |
| United Way (11%) | 0% | 27% | 7% | 0% | 18% | 7% | 13% | 8% |
| business support for (68%) | 75% | 73% | 73% | 25% | 45% | 78% | 67% | 69% |
| community action (5%) | 0% | 0% | 7% | 25% | 9% | 4% | 4% | 8% |
| miscellaneous | | | | | | | | |

33. What is the main role of followers in communities?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| be full partners (24%) | 50% | 0% | 27% | 25% | 45% | 15% | 25% | 23% |
| ideally no followers (16%) | 50% | 0% | 7% | 25% | 18% | 15% | 17% | 15% |
| support leaders (26%) | 0% | 0% | 67% | 0% | 9% | 33% | 42% | 0% |

Main Role Fulfilled by Community Leadership

34. Describe the main role, purpose or function of community leadership in your community?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| bringing together, i (45%) | 88% | 0% | 60% | 25% | 45% | 44% | 63% | 15% |
| facilitating (21%) | 25% | 0% | 33% | 25% | 27% | 19% | 21% | 23% |
| provide support (8%) | 0% | 0% | 20% | 0% | 9% | 7% | 13% | 0% |

35. Use up to three words to describe the feelings and emotions evoked by your drawing?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| energy, growth (13%) | 0% | 0% | 27% | 25% | 9% | 15% | 21% | 0% |
| harmony, togetherness (37%) | 75% | 0% | 47% | 25% | 36% | 37% | 50% | 15% |
| hope, optimism (18%) | 25% | 0% | 33% | 0% | 27% | 15% | 25% | 8% |
| inclusive (8%) | 13% | 0% | 13% | 0% | 18% | 4% | 8% | 8% |
| joy, happiness (13%) | 0% | 0% | 27% | 25% | 18% | 11% | 17% | 8% |
| miscellaneous (16%) | 38% | 0% | 13% | 25% | 18% | 15% | 17% | 15% |
| pride, achievement (18%) | 25% | 0% | 33% | 0% | 18% | 19% | 21% | 15% |
| strength (8%) | 0% | 0% | 13% | 25% | 0% | 11% | 8% | 8% |
| support (13%) | 13% | 0% | 27% | 0% | 27% | 7% | 13% | 15% |
| wholeness, natural, (11%) | 25% | 0% | 13% | 0% | 18% | 7% | 13% | 8% |

36. What does this main role mean to the members of your community?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (34%) | 0% | 100% | 0% | 50% | 27% | 37% | 17% | 62% |
| facilitation (8%) | 13% | 0% | 13% | 0% | 18% | 4% | 13% | 0% |
| hope, inspiration (16%) | 25% | 0% | 27% | 0% | 27% | 11% | 25% | 0% |
| inclusive, connected (32%) | 50% | 0% | 47% | 25% | 27% | 33% | 42% | 15% |
| miscellaneous (8%) | 13% | 0% | 7% | 25% | 0% | 11% | 8% | 8% |
| new opportunities, b (24%) | 25% | 0% | 40% | 25% | 27% | 22% | 29% | 15% |

Community Leadership Focus Groups

7-37

37. What are the most important values in community leadership?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| (3%) | 0% | 9% | 0% | 0% | 0% | 4% | 4% | 0% |
| caring, understandin (26%) | 13% | 36% | 27% | 25% | 27% | 26% | 29% | 23% |
| courage, commitment (24%) | 25% | 27% | 13% | 50% | 27% | 22% | 17% | 31% |
| helping (13%) | 13% | 18% | 13% | 0% | 27% | 7% | 8% | 23% |
| honesty, integrity (45%) | 50% | 45% | 47% | 25% | 55% | 41% | 54% | 23% |
| humility (11%) | 0% | 18% | 7% | 25% | 9% | 11% | 4% | 23% |
| inclusive (47%) | 63% | 18% | 60% | 50% | 45% | 48% | 58% | 31% |
| listening, openness (34%) | 0% | 55% | 33% | 50% | 27% | 37% | 33% | 38% |
| partnership (21%) | 13% | 18% | 33% | 0% | 27% | 19% | 17% | 23% |
| vision, motivation (11%) | 25% | 9% | 7% | 0% | 0% | 15% | 17% | 0% |

38. How do these values live out in your community?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------|-----|-----|--------|-------|-----|-----|-----|-----|
| (3%) | 0% | 9% | 0% | 0% | 0% | 4% | 0% | 8% |
| ebb & flow (16%) | 38% | 9% | 13% | 0% | 9% | 19% | 25% | 0% |
| helping (13%) | 13% | 27% | 7% | 0% | 36% | 4% | 13% | 15% |
| miscellaneous (11%) | 0% | 9% | 20% | 0% | 27% | 4% | 8% | 8% |
| participation (32%) | 13% | 27% | 47% | 25% | 18% | 37% | 33% | 31% |
| strong people (18%) | 13% | 9% | 20% | 50% | 9% | 22% | 13% | 31% |
| they don't (32%) | 63% | 27% | 13% | 50% | 18% | 37% | 29% | 38% |

39. Theme

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

40. Words

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

41. Objects

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

42. Colors

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-------|------|-----|--------|-------|------|-----|------|-----|
| (97%) | 100% | 91% | 100% | 100% | 100% | 96% | 100% | 92% |

43. Describe your ideal vision of community leadership?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|------|--------|-------|-----|-----|-----|-----|
| (68%) | 0% | 100% | 73% | 100% | 55% | 74% | 63% | 77% |
| collaborative, worki (32%) | 100% | 0% | 27% | 0% | 45% | 26% | 38% | 23% |

Vision for Community Leadership

44. Use up to three words to describe the feelings and emotions evoked by your drawing?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (66%) | 0% | 100% | 73% | 75% | 55% | 70% | 63% | 69% |
| community, solidarit (16%) | 50% | 0% | 13% | 0% | 18% | 15% | 17% | 15% |
| joy, happiness (16%) | 38% | 0% | 20% | 0% | 27% | 11% | 21% | 8% |
| love, peace (11%) | 25% | 0% | 13% | 0% | 27% | 4% | 13% | 8% |
| miscellaneous (13%) | 25% | 0% | 20% | 0% | 27% | 7% | 21% | 0% |
| productive, energy (11%) | 50% | 0% | 0% | 0% | 9% | 11% | 13% | 8% |
| wholeness, balance (8%) | 25% | 0% | 0% | 25% | 0% | 11% | 8% | 8% |

45. Describe your role?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (68%) | 13% | 100% | 73% | 75% | 55% | 74% | 67% | 69% |
| facilitator, advocat (21%) | 63% | 0% | 20% | 0% | 36% | 15% | 25% | 15% |
| participant (18%) | 38% | 0% | 20% | 25% | 18% | 19% | 21% | 15% |

46. What specific social or economic problems would be addressed by fulfilling your ideal vision?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|-----|------|--------|-------|-----|-----|-----|-----|
| (66%) | 0% | 100% | 73% | 75% | 55% | 70% | 63% | 69% |
| people's needs met (26%) | 75% | 0% | 20% | 25% | 36% | 22% | 33% | 15% |
| poverty, crime, hung (16%) | 63% | 0% | 7% | 0% | 27% | 11% | 13% | 23% |

47. Theme

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

48. Words

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

49. Objects

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

50. Colors

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Synopsis Report

ORhythm Communications - January 2000

Opportunities 2000

51. What does Opportunities 2000 mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| better future for pe (13%) | 0% | 18% | 7% | 50% | 9% | 15% | 8% | 23% |
| community action (32%) | 0% | 36% | 47% | 25% | 45% | 26% | 38% | 23% |
| creating opportuniti (13%) | 0% | 18% | 13% | 25% | 18% | 11% | 13% | 15% |
| new ideas (8%) | 0% | 18% | 7% | 0% | 0% | 11% | 4% | 8% |
| poverty alleviation (16%) | 0% | 27% | 20% | 0% | 0% | 22% | 17% | 15% |

52. What does Opportunities 2000 staff mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (37%) | 100% | 0% | 33% | 25% | 45% | 33% | 42% | 31% |
| dedicated, committed (29%) | 0% | 73% | 13% | 25% | 18% | 33% | 25% | 31% |
| knowledge, ideas (5%) | 0% | 0% | 13% | 0% | 0% | 7% | 8% | 0% |
| organizers, partners (26%) | 0% | 18% | 47% | 25% | 27% | 26% | 29% | 23% |
| supportive, helpful (39%) | 0% | 55% | 47% | 50% | 45% | 37% | 38% | 46% |

53. What does the Opportunities 2000 Leadership roundtable mean to you?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| caring community (5%) | 0% | 9% | 7% | 0% | 0% | 7% | 4% | 8% |
| connection, network (21%) | 0% | 36% | 27% | 0% | 18% | 22% | 21% | 23% |
| guidance, direction (13%) | 0% | 0% | 27% | 25% | 18% | 11% | 21% | 0% |
| miscellaneous (13%) | 0% | 18% | 7% | 50% | 9% | 15% | 8% | 23% |
| share, learn (26%) | 0% | 45% | 20% | 50% | 27% | 26% | 25% | 23% |

54. On a scale from 1 to 10, rate the appeal of Opportunites 200 vision statement? _____ (where 1 is low and 10 is high)

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| 10 (11%) | 0% | 18% | 13% | 0% | 9% | 11% | 13% | 8% |
| 4 (3%) | 0% | 0% | 0% | 25% | 0% | 4% | 0% | 8% |
| 5 (3%) | 0% | 9% | 0% | 0% | 0% | 4% | 0% | 8% |
| 6 (3%) | 0% | 9% | 0% | 0% | 0% | 4% | 0% | 8% |
| 7 (5%) | 0% | 18% | 0% | 0% | 9% | 4% | 4% | 8% |
| 8 (26%) | 0% | 27% | 33% | 50% | 36% | 22% | 29% | 23% |
| 9 (16%) | 0% | 18% | 27% | 0% | 0% | 22% | 17% | 8% |

55. Why did you give this rating?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| appealing goal (26%) | 0% | 27% | 47% | 0% | 18% | 30% | 29% | 15% |
| hopeful, meaningful (16%) | 0% | 27% | 13% | 25% | 27% | 11% | 13% | 23% |
| mixed feelings (16%) | 0% | 18% | 20% | 25% | 9% | 19% | 25% | 0% |
| negatives (11%) | 0% | 27% | 0% | 25% | 0% | 15% | 0% | 31% |

56. What specific improvements would you make to the Opportunites 2000 vision statement?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| expand partnerships (13%) | 0% | 27% | 13% | 0% | 9% | 15% | 8% | 23% |
| miscellaneous (8%) | 0% | 18% | 7% | 0% | 0% | 11% | 8% | 8% |
| narrow scope (8%) | 0% | 0% | 13% | 25% | 18% | 4% | 4% | 15% |
| no answer (16%) | 0% | 18% | 27% | 0% | 9% | 19% | 21% | 8% |
| shorten, clarify (13%) | 0% | 27% | 7% | 25% | 27% | 7% | 13% | 15% |
| widen scope (11%) | 0% | 9% | 13% | 25% | 0% | 15% | 13% | 0% |

57. What is the primary role of the partners in fulfilling Opportunites 2000's vision?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (37%) | 100% | 0% | 33% | 25% | 55% | 30% | 42% | 31% |
| action, results (18%) | 0% | 45% | 13% | 0% | 0% | 26% | 17% | 15% |
| build awareness (13%) | 0% | 18% | 20% | 0% | 18% | 11% | 8% | 23% |
| leadership (8%) | 0% | 27% | 0% | 0% | 9% | 7% | 0% | 23% |
| working together (39%) | 0% | 36% | 53% | 75% | 45% | 37% | 42% | 38% |

58. What is the primary role of the Leadership Roundtable in fulfilling Opportunites 2000's vision?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (32%) | 100% | 0% | 27% | 0% | 45% | 26% | 38% | 23% |
| facilitate (18%) | 0% | 18% | 20% | 50% | 27% | 15% | 17% | 23% |
| leadership, co-ordin (42%) | 0% | 64% | 40% | 75% | 27% | 48% | 38% | 54% |
| mobilize (24%) | 0% | 45% | 20% | 25% | 18% | 26% | 21% | 23% |
| track progress, eval (13%) | 0% | 27% | 13% | 0% | 18% | 11% | 8% | 23% |

59. What is the primary role of the staff in fulfilling Opportunites 2000's vision?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (37%) | 100% | 9% | 27% | 25% | 45% | 33% | 42% | 31% |
| co-ordinate work (11%) | 0% | 27% | 7% | 0% | 0% | 15% | 13% | 8% |
| facilitate (18%) | 0% | 27% | 27% | 0% | 18% | 19% | 13% | 31% |
| make it happen (29%) | 0% | 45% | 20% | 75% | 27% | 30% | 25% | 38% |
| support partners (32%) | 0% | 36% | 47% | 25% | 18% | 37% | 38% | 15% |
| technical skills (8%) | 0% | 18% | 7% | 0% | 9% | 7% | 4% | 15% |

Synopsis Report

Community Leadership Focus Groups

7-39

60. On a scale from 1 to 10 rate how well Opportunities 2000 is currently performing? _____ (where 1 is low and 10 is high)

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------|------|-----|--------|-------|-----|-----|-----|-----|
| (37%) | 100% | 9% | 27% | 25% | 45% | 33% | 42% | 31% |
| 10 (3%) | 0% | 0% | 7% | 0% | 0% | 4% | 4% | 0% |
| 5 (5%) | 0% | 0% | 7% | 25% | 9% | 4% | 4% | 8% |
| 6 (8%) | 0% | 0% | 13% | 25% | 9% | 7% | 4% | 15% |
| 7 (34%) | 0% | 73% | 27% | 25% | 27% | 37% | 29% | 46% |
| 8 (11%) | 0% | 9% | 20% | 0% | 9% | 11% | 17% | 0% |
| 9 (3%) | 0% | 9% | 0% | 0% | 0% | 4% | 0% | 0% |

61. Why did you give this rating?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (37%) | 100% | 9% | 27% | 25% | 45% | 33% | 38% | 31% |
| doing a great job (18%) | 0% | 9% | 33% | 25% | 9% | 22% | 25% | 8% |
| mixed (16%) | 0% | 36% | 13% | 0% | 27% | 11% | 13% | 23% |
| no answer (5%) | 0% | 9% | 7% | 0% | 0% | 7% | 18% | 0% |
| results not great (24%) | 0% | 36% | 20% | 50% | 18% | 26% | 17% | 38% |

62. What specific performance improvements could Opportunities 2000 make?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| get results (11%) | 0% | 27% | 0% | 25% | 9% | 11% | 0% | 31% |
| long term plan (11%) | 0% | 9% | 13% | 25% | 9% | 11% | 8% | 15% |
| miscellaneous (11%) | 0% | 18% | 7% | 25% | 18% | 7% | 4% | 23% |
| more business links (8%) | 0% | 9% | 7% | 25% | 0% | 11% | 13% | 0% |
| more staff (5%) | 0% | 9% | 7% | 0% | 9% | 4% | 4% | 8% |
| more voice for low i (26%) | 0% | 45% | 27% | 25% | 18% | 30% | 29% | 15% |
| no answer (11%) | 0% | 9% | 20% | 0% | 9% | 11% | 17% | 0% |

Ideal Vision for Opportunities 2000's Community Leadership Role

63. Describe your ideal vision of the community leadership role Opportunities 2000 could play.

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (39%) | 100% | 18% | 27% | 25% | 45% | 37% | 42% | 38% |
| assistance, directio (13%) | 0% | 9% | 27% | 0% | 9% | 15% | 17% | 0% |
| connectedness, partn (34%) | 0% | 45% | 47% | 25% | 18% | 41% | 33% | 38% |
| mobilizing, facilita (21%) | 0% | 36% | 13% | 50% | 27% | 19% | 17% | 31% |

64. Use up to three words to describe the feelings and emotions evoked by your drawing.

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (34%) | 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| determination, commi (18%) | 0% | 36% | 20% | 0% | 27% | 15% | 21% | 15% |
| happiness, joy (13%) | 0% | 18% | 7% | 50% | 0% | 19% | 8% | 23% |
| hope, excitement (13%) | 0% | 18% | 7% | 50% | 18% | 11% | 13% | 15% |
| miscellaneous (26%) | 0% | 55% | 27% | 0% | 9% | 33% | 25% | 23% |
| negatives (8%) | 0% | 9% | 7% | 25% | 18% | 4% | 4% | 15% |
| security (16%) | 0% | 18% | 13% | 50% | 9% | 19% | 17% | 15% |
| togetherness, co-ope (32%) | 0% | 27% | 53% | 25% | 27% | 33% | 38% | 23% |

65. Describe your role?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (37%) | 100% | 9% | 27% | 25% | 45% | 33% | 38% | 31% |
| contributing (39%) | 0% | 45% | 53% | 50% | 55% | 33% | 33% | 54% |
| facilitator, connect (26%) | 0% | 55% | 20% | 25% | 0% | 37% | 29% | 23% |
| leadership (11%) | 0% | 9% | 20% | 0% | 9% | 11% | 13% | 0% |

66. What specific social or economic problems would be addressed by fulfilling your ideal vision?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------------|------|-----|--------|-------|-----|-----|-----|-----|
| (39%) | 100% | 9% | 33% | 25% | 45% | 37% | 46% | 31% |
| homelessness (8%) | 0% | 18% | 7% | 0% | 0% | 11% | 8% | 8% |
| hunger (8%) | 0% | 18% | 7% | 0% | 9% | 7% | 13% | 0% |
| further opportunitie (13%) | 0% | 18% | 7% | 50% | 9% | 15% | 13% | 15% |
| reduce poverty (37%) | 0% | 45% | 53% | 25% | 36% | 37% | 38% | 31% |
| tolerance, inclusion (13%) | 0% | 27% | 13% | 0% | 9% | 15% | 8% | 23% |

67. Themes

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

68. Words

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

69. Objects

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

70. Colors

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|--------|------|------|--------|-------|------|------|------|------|
| (100%) | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Community Leadership Focus Groups

71. What is the most important thing Opportunities 2000 can do in the coming year to work towards your ideal vision?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|---------------------|------------|-----|--------|-------|-----|-----|-----|-----|
| broaden support | (37%) 100% | 0% | 33% | 25% | 45% | 33% | 42% | 31% |
| communication | (45%) 0% | 82% | 40% | 50% | 55% | 41% | 38% | 62% |
| create jobs | (13%) 0% | 0% | 27% | 25% | 9% | 15% | 17% | 8% |
| sustainability plan | (8%) 0% | 18% | 7% | 0% | 0% | 11% | 8% | 0% |
| | (13%) 0% | 9% | 20% | 25% | 18% | 11% | 17% | 8% |

72. Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue to thrive 3 years from now?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------------------|------------|-----|--------|-------|-----|-----|-----|-----|
| committed partners | (34%) 100% | 0% | 27% | 25% | 45% | 30% | 38% | 31% |
| education, tell our results | (42%) 0% | 55% | 47% | 75% | 27% | 48% | 38% | 54% |
| strategic plan | (13%) 0% | 18% | 20% | 0% | 9% | 15% | 13% | 15% |
| | (8%) 0% | 18% | 7% | 0% | 9% | 7% | 8% | 0% |
| | (11%) 0% | 18% | 7% | 25% | 9% | 11% | 13% | 8% |

73. Given that the Opportunities 2000 campaign is scheduled to conclude December 31 in the year 2000, what is the most important thing Opportunities 2000 can do in the coming year to ensure it will continue to thrive 10 years from now?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------|------------|-----|--------|-------|-----|-----|-----|-----|
| develop a model | (37%) 100% | 0% | 33% | 25% | 45% | 33% | 42% | 31% |
| education | (13%) 0% | 18% | 13% | 25% | 9% | 15% | 8% | 15% |
| leadership | (8%) 0% | 27% | 0% | 0% | 9% | 7% | 0% | 23% |
| legislation | (18%) 0% | 27% | 20% | 25% | 36% | 11% | 17% | 23% |
| partnerships | (11%) 0% | 18% | 7% | 25% | 9% | 11% | 8% | 15% |
| | (24%) 0% | 27% | 33% | 25% | 0% | 33% | 29% | 15% |

Process Evaluation

74. On a scale of 1-10, how would you rate the usefulness of the process used in this focus group? _____ (where 1 is low and 10 is high)

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----|-----------|------|--------|-------|-----|-----|-----|-----|
| 10 | (39%) 0% | 100% | 13% | 50% | 36% | 41% | 25% | 62% |
| 6 | (8%) 0% | 0% | 13% | 25% | 9% | 7% | 13% | 0% |
| 7 | (5%) 25% | 0% | 0% | 0% | 0% | 7% | 8% | 0% |
| 8 | (16%) 13% | 0% | 33% | 0% | 9% | 19% | 25% | 0% |
| 9 | (18%) 25% | 0% | 27% | 25% | 36% | 11% | 21% | 15% |
| | (13%) 38% | 0% | 13% | 0% | 9% | 15% | 8% | 23% |

75. Why did you give this rating?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|-----------------|-----------|------|--------|-------|-----|-----|-----|-----|
| excellent tool | (45%) 13% | 100% | 20% | 50% | 36% | 48% | 33% | 62% |
| helped to focus | (37%) 50% | 0% | 67% | 0% | 55% | 30% | 42% | 31% |
| more time | (11%) 13% | 0% | 7% | 50% | 0% | 15% | 13% | 8% |
| negatives | (8%) 38% | 0% | 0% | 0% | 9% | 7% | 8% | 8% |
| | (8%) 25% | 0% | 7% | 0% | 9% | 7% | 13% | 0% |

76. How would you improve this session?

| | LC | LRT | OP2000 | Staff | 50+ | <50 | F | M |
|----------------------|-----------|------|--------|-------|-----|-----|-----|-----|
| black & brown crayon | (42%) 13% | 100% | 13% | 50% | 45% | 41% | 29% | 62% |
| clearer purpose | (5%) 25% | 0% | 0% | 0% | 9% | 4% | 8% | 0% |
| more discussion | (13%) 25% | 0% | 13% | 25% | 18% | 11% | 17% | 8% |
| more diversity of pa | (21%) 50% | 0% | 20% | 25% | 18% | 22% | 25% | 15% |
| more time | (5%) 13% | 0% | 7% | 0% | 0% | 7% | 8% | 0% |
| too repetitious | (26%) 50% | 0% | 40% | 0% | 45% | 19% | 33% | 15% |
| | (8%) 13% | 0% | 13% | 0% | 9% | 7% | 8% | 8% |

Appendix 8

Detailed Learning

Program Learning Detail

1. Provide leadership

During the completion of the major project and the writing of the project report, the researcher:

- Worked with the project sponsor and participants and altered leadership style and approach in order to adapt to specific needs and situations.
- Provided a consistent model of professionalism for others to follow.
- Was personally committed to the project and demonstrated this by successfully completing the project on time and within budget.
- Provided consultation to the sponsor as needed.
- Encouraged participant involvement and success.
- Displayed appropriate leadership styles and behaviors in a variety of contexts including the focus groups, individual meetings and committee presentations.

2. Apply systems thinking in the Solution of Leadership and Learning Problems

During the completion of the major project and the writing of the project report, the researcher:

- Applied effective problem solving techniques to identify the focus and scope of the project.
- Recommended an action plan for change that is consistent with the common vision of the various systems affected by change.
- Selected change strategies that are optimum and achievable under the conditions that prevail within the organization.
- Defined the various systems affected by change and the context in which change takes place from the perspective of the organization and society.

3. Identify, locate and evaluate research findings

During the completion of the major project and the writing of the project report, the researcher:

- Searched for and located the pertinent research findings presented in the literature review to support the major project. This is an area in which I require more work given the difficulty the researcher had in completing this section. It was difficult to synthesize the information.
- Identified the relative significance of research findings as they applied to the understanding of the project.
- Discussed issues related to the research design and methodology with the leadership roundtable and staff of Opportunities 2000.
- Identified appropriate research methods for gathering data and implemented them successfully through the conduct of the major project.

4. Use research methods to solve problems

During the completion of the major project and the writing of the project report, the researcher:

- Planned research and evaluation activities.
- Analyzed and reported research and evaluation findings.
- Identified and employed an appropriate research design based on research questions and issues.
- Devised and used different data collection methods such as observations, interviews and focus groups to carry out the major project.
- Used information gathered through the research to make recommendations to the organization to assist in solving existing problems.

5. Communicate with others through writing

During the completion of the major project and the writing of the project report, the researcher:

- Presented information carefully, clearly and coherently with the intended audience in mind.

- Used appropriate language, terms and references to the literature to support the argument.
- Incorporated elements of personal insight and experience to enrich the writing and creation of the research report.
- Made reference to literature that supported the research argument.
- Adhered to the RRU study guide and project report template and wrote a report of publishable quality.

C. Chosen Competencies:

1. Contribute to team success

During the completion of the major project and the writing of the project report, the researcher:

- Worked as a member of the Opportunities leadership roundtable and staff teams in the implementation of the project.
- Observed group activities in order to give direction and feedback.
- Assumed responsibility for ensuring that own tasks were completed on time and in a manner that met the needs of other team members.
- Responded to concerns and complaints by participants involved in the major project.
- Resolved conflict that emerged in team interactions and provided constructive criticism and supportive feedback as needed.

2. Demonstrate leadership characteristics

During the completion of the major project and the writing of the project report, the researcher:

- Demonstrated a willingness to lead and create a shared vision in group sessions and individual meetings.
- Affirmed commitment and adherence to the shared community of the Opportunities 2000 project.
- Validated and accepted the opinions and rights of others.

- Identified potential barriers and took appropriate actions to minimize their impact on the project.
- Coordinated communication between all stakeholders involved in the evaluation project.

3. Create and lead teams

During the completion of the major project and the writing of the project report, the researcher:

- Worked with the leadership roundtable of the Opportunities 2000 project to reaffirm existing beliefs and to create a commitment to new directions.
- Moderated groups discussion in focus group settings.
- Created a learning environment for all those participating in the focus group sessions.
- Maintained composure during times of conflict.

4. Communicate Orally

During the completion of the major project and the writing of the project report, the researcher:

- Communicated information about the project in a clear and concise manner.
- Contributed to discussions and provided opportunities for others to contribute their thoughts and ideas.
- Valued the ideas and contributions of others.
- Made verbal presentations to members of the community in a powerful and engaging way.
- Communicated with various people and projects across Canada about the evaluation project.

5. Recognize ethical considerations and values and take account of them in making decisions

During the completion of the major project and the writing of the project report, the researcher:

- Displayed values and ethical standards in interactions with others.
- Applied the guidelines related to ethical research and consent.
- Considered the impact of the data collection and analyses on the respondents.
- Ensured confidentiality of the respondents.

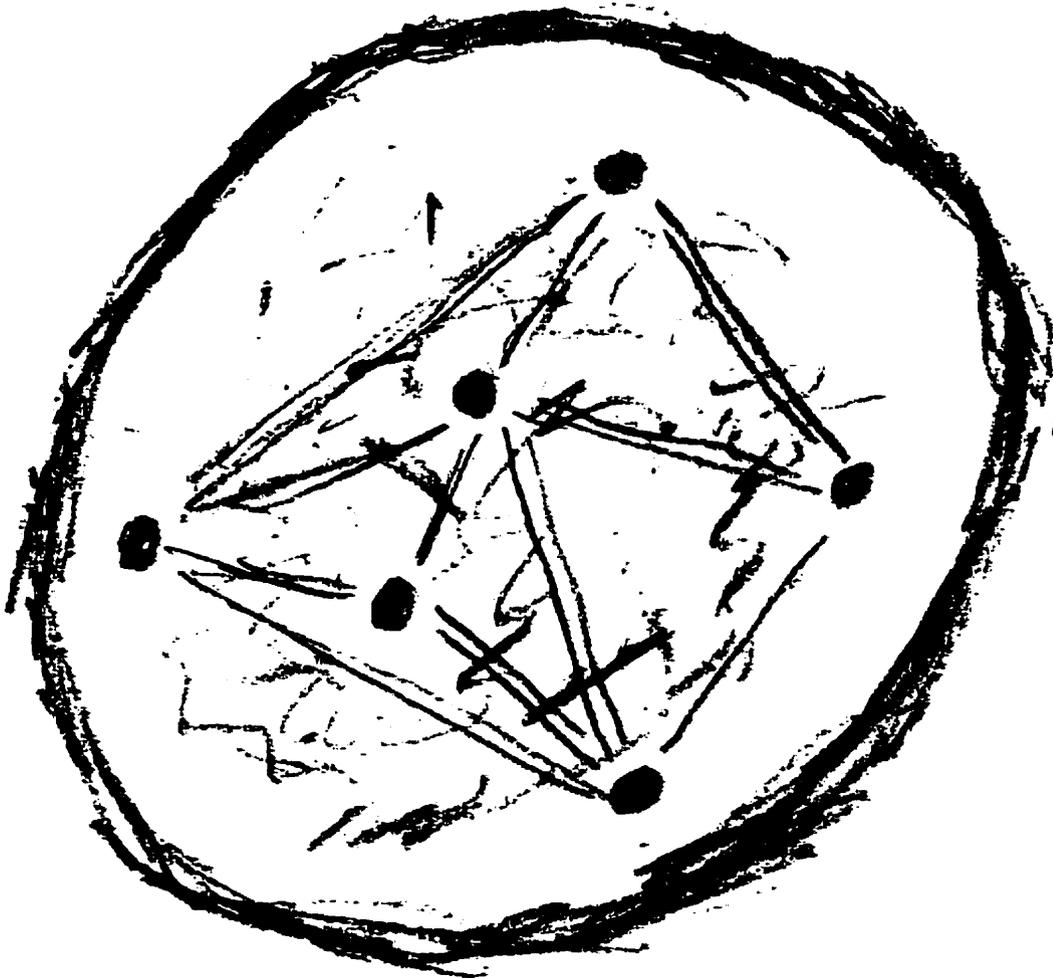
Appendix 9

Participant drawings

1 Main role fulfilled by community leadership

Bringing diverse Groups together to address problems and Opportunities.

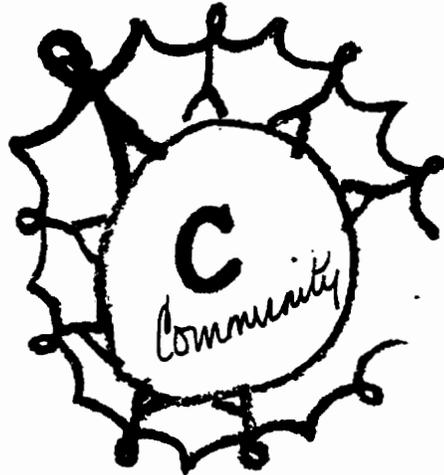
- *Feeling and Emotions Evoked:* **Wishful**



#2 Main role fulfilled by community leadership

To connect people and encourage a new vision and understanding to create an environment conducive to growth.

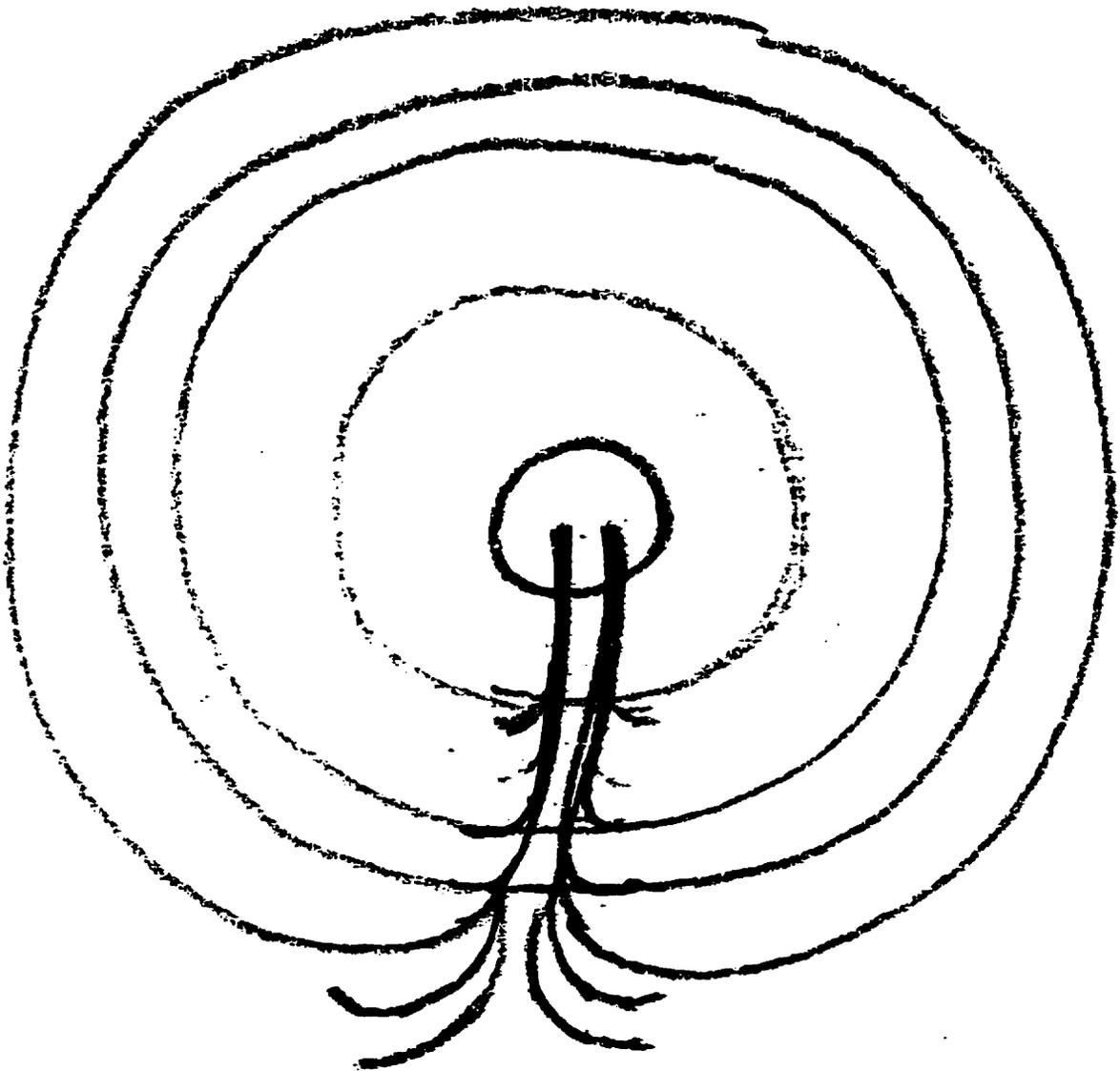
- *Feeling and Emotions Evoked*: Safety, Excitement, Pride



3 Main role fulfilled by community leadership

Be inclusive tolerant and affirming.

- *Feeling and Emotions Evoked:* Inclusion, support, hope



4 Main role fulfilled by community leadership

Fostering an atmosphere of change.

- *Feeling and Emotions Evoked*: Growth, Nurturance, Natural



5 Vision for Community Leadership

Listening to the Rhythms and enabling people to move to them.

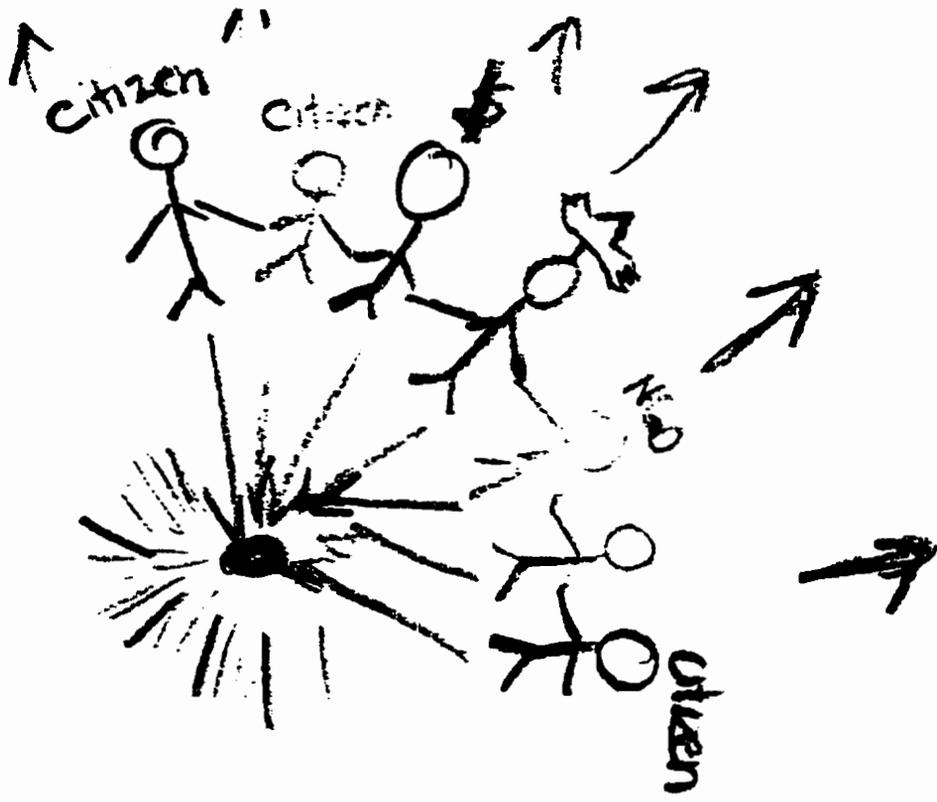
- *Feeling and Emotions Evoked:* Joy, Alertness



6 Vision for Community Leadership

Shared - multi sector – Citizens at the center.

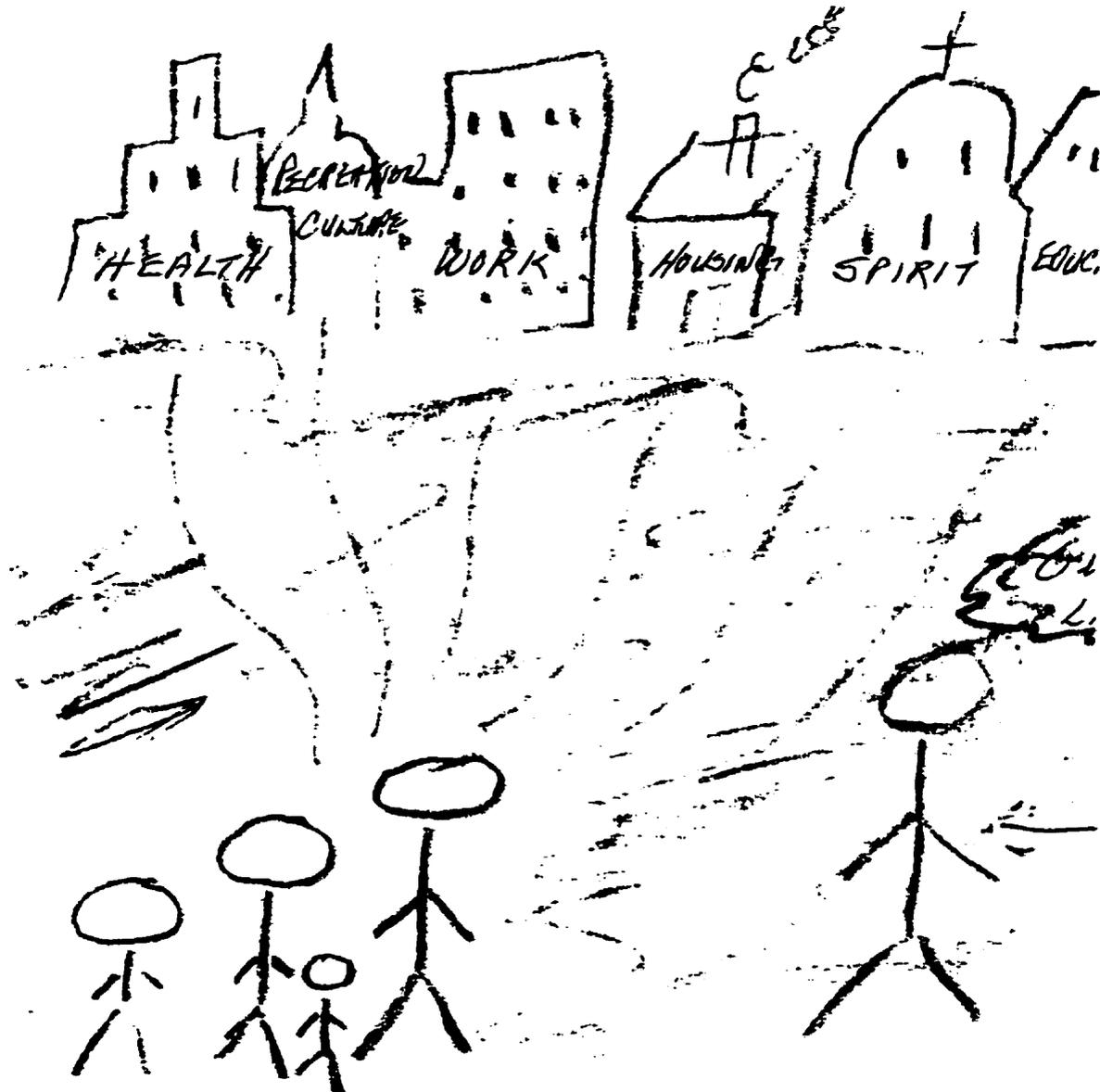
- *Feeling and Emotions Evoked*: Solidarity, Energy, Reaching Out



7 Vision for Community Leadership

Equal opportunity for all.

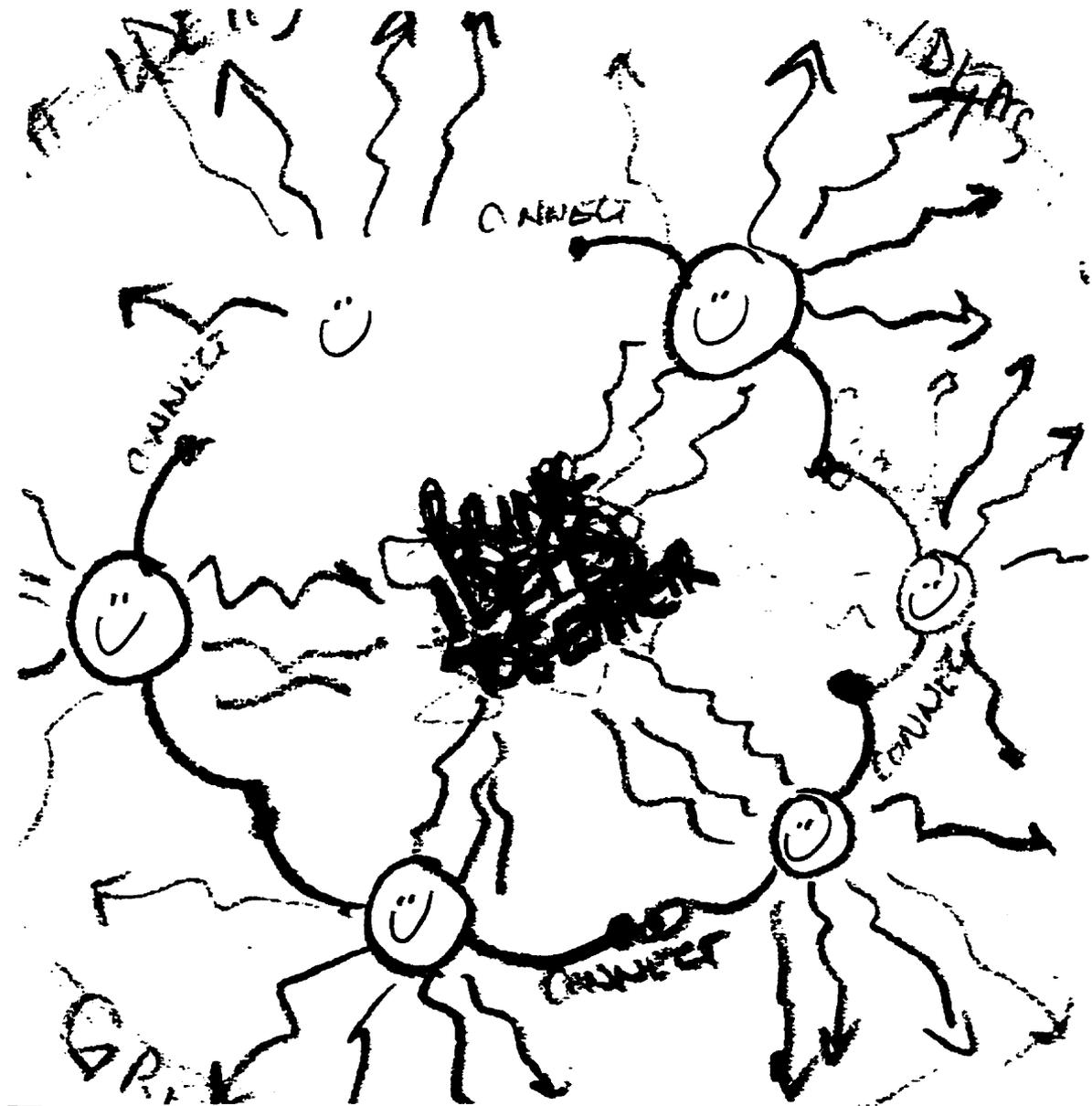
- *Feeling and Emotions Evoked*: Hope, love, happiness



8 Vision for Community Leadership

Connect, bring together resources, mobilize and energize.

- *Feeling and Emotions Evoked:* Joy, belongingness, energy/power



9 Ideal Vision for Opportunities 2000 Community Leadership role

Creating a Mosaic of Connectedness.

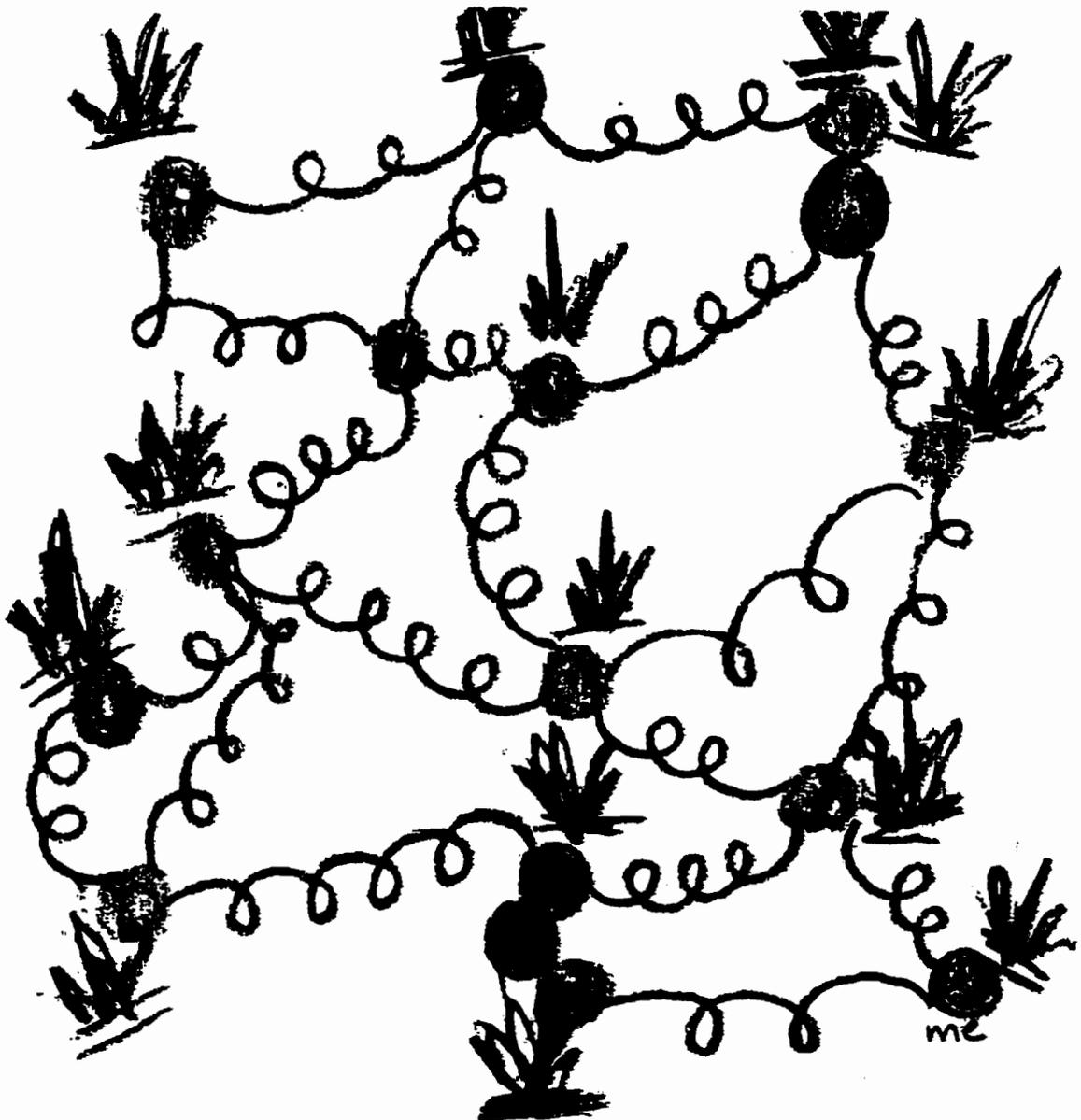
- *Feeling and Emotions Evoked*: Safety, Strength, Understanding



10 Ideal Vision for Opportunities 2000 Community Leadership role.

Think and act.

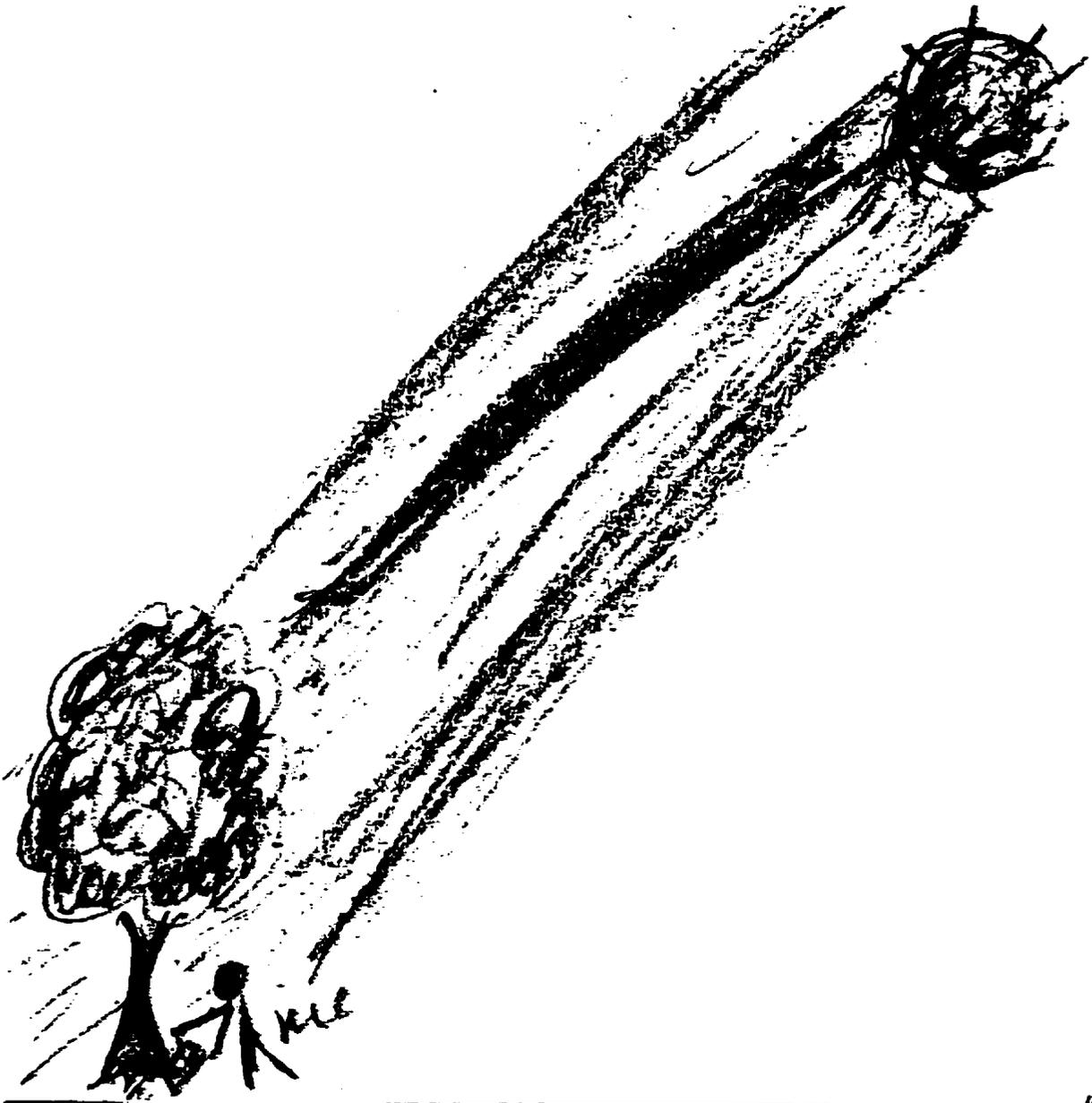
- *Feeling and Emotions Evoked*: Hot and Cold



11 Ideal Vision for Opportunities 2000 Community Leadership role

A source of Motivation and nourishment for
a humane community.

- *Feeling and Emotions Evoked*: Hope, Determination



12 Ideal Vision for Opportunities 2000 Community Leadership role

Bring all parts of the community together to tackle poverty.

- *Feeling and Emotions Evoked*: Togetherness, Commitment, Caring

