

ACTION FOR HEALTHY COMMUNITIES

EDMONTON, AB.

COMMUNITY DEVELOPMENT PROMOTERS TRAINING CURRICULUM

Engaging New Immigrants & Refugees in a
Learning Process for Sustainable Settlement
and Integration

Action for Healthy Communities

... residents taking action to improve health and wellbeing in Greater Edmonton neighbourhoods

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**Citizenship and
Immigration Canada**

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Introduction

The existence of ethnic diversity in Canada involves differences in the relationship and communication between people of such diverse cultures. Foreign people who come to live in Canada and are of other cultural backgrounds, show distance and differences from the host society, and social and economic possibilities of access to a life on equal footing with the rest of citizens are sometimes hampered because of their differential treatment on account of their cultural background, immigration status or socio-economic condition.

Among the objectives of this project is to provide community leaders skills that help improve communication and relationship between minority cultures of foreign origin and the receiving society thus, facilitating and enhancing the integration of the former into Canadian society. It is understood that the attainment of this objective involves a dynamic process that entails facing and strongly resisting the pressures, assimilationist and segregative trends alike, to ensure access of migrants to services and community participation on equal footing with other citizens. This implies the need to promote the social autonomy of the newcomers in their relationship with service professionals and society in general. It also implies the need to maximize the awareness and understanding of differences and cultural rights by professionals and the community. All of these objectives are aimed at developing a close relationship between members of a changing society, enriched by the contact between cultures, respectful with the existence of distinct cultural traits, as well as the formation of networks or ethnic-based associations, and provision of services tailored to responding to the needs of an increasingly plural and diverse citizenry.

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Engaging New Immigrants & Refugees project

Main Purpose of the Project

The main purpose of the project is to facilitate the sustainable integration of new immigrants and refugees within Canadian society using an ecological model for community development. Barriers to community participation, especially those affecting community capacity building and civic participation may be identified and eradicated.

Specific Objectives of the Project

- ☐ Action for Healthy Communities will work with ethno-cultural groups through meetings and workshops to increase the capacity of immigrants and refugees to become Culturally Skilled Community Development Promoters.
- ☐ Action for Healthy Communities will support newcomers to create culturally sensitive settlement and integration initiatives to engage newcomers with other Canadian citizens and residents, helping their successful integration into Canadian society.

Community Development Promoters Curriculum

Goal of the Community Promoter Training

The Community Promoter training in the Engaging New Immigrants & Refugees project aims to create and sustain a pool of ethno-cultural leaders who have the confidence, ability and the passion to serve their community and maintain mutually beneficial relationships with mainstream organizations and institutions.

Purpose of the Curriculum

The purpose of the curriculum is to allow programs with similar structures and processes to replicate the project and/or similar activities through the use of the curriculum, related materials, and other key elements of the Project. The curriculum is designed to train promoters in the basic elements of settlement and integration for new immigrants and refugees within Canadian society. It includes key concepts and official documents, the use of training materials, conduct of group interventions, and documentation of activities.

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Objectives of the Curriculum

After participating actively in the 8 training sessions, the Community Promoter will have the knowledge and skills necessary to lead the community and to enhance organizing and facilitating skills. At the end of the training, the community promoter will be able to:

- Appreciate and understand intercultural leadership and be more aware of their strengths and opportunities for improving and strengthening their knowledge and skills in general.
- Increase ethno-cultural community members' knowledge and enhance their skills in community development and immigration-related issues.
- Demonstrate leadership in two cultures by bridging differences between immigrant and mainstream cultures.
- Engage community leaders in critical problem-solving and decision-making processes.
- Identify strategies for fund development such as fund-raising, accessing grants and social enterprise.
- Increase community members' understanding of multiculturalism, and enhance their knowledge and skills of community animation across cultures.
- Make certain that graduating practicum participants:
 - have had their knowledge transfer skills enhanced,
 - are more active in community development efforts,
 - have better animation and group facilitation skills,
 - work well together in a sustainable manner,
 - are more comfortable working with members of other cultures, and
 - have employability skills as community development workers in a multicultural environment

General Concepts

It is of paramount importance that the immigrant community should be able to prepare adequately for their settlement process. However, this is not sufficient. Barriers such as language and discrimination as well as the perception that other issues, such as multiculturalism and the anti-immigrant climate are aspects of equal importance to the new immigrant community that also need to be addressed. To guide participants to successfully deal with these issues, the curriculum focuses on methodologies that emphasize group participation. Expressing and critically analysing ideas and exploring strategies can help the community deal with the cultural, social, economic, and political barriers to integration.

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Using the Curriculum

The curriculum covers a total of 48 hours of instruction. It is organized in 8 sessions of 6 hours each. The activities in each session represent the minimum necessary to achieve the objectives of the training.

Facilitators are expected to be creative and to adapt the curriculum to the needs of their group.

Organization of the Curriculum

Each training session is divided into workshops. Each workshop is organized in the following manner:

- Methodology: the type of workshop and the steps that are followed leading to the attainment of the objectives
- the specific and measurable knowledge and skills that the participants are expected to achieve by the end of the workshop.
- Time: the number of hours to conduct the workshop
- Materials: the materials needed to carry out the workshop.

The Educational Methodologies

The educational methodologies used in the curriculum are designed to promote democratic and inclusive participation. As well, they take into account certain pedagogical principles that focus on the provision of experiences to facilitate meaningful and effective learning. For example, the choice of material and how it is presented are aspects that are taken into consideration to ensure success in conducting the workshops. Adults learn faster and better when the material is important and relevant to their lives and when activities stimulate and maintain interest.

Acknowledging the wealth of knowledge and experiences of each participant is a basic element that guides the conduct of each workshop. Each participant brings countless experiences and knowledge. Every person has something to learn and to teach and share in these processes. Every encounter generates possibilities for the emergence of creative ideas and innovations. Hence, educational methodologies that recognize and value participants' experiences, encourage critical analysis and reflection, explore areas for creative expression and innovation and promote collective action and collaboration are employed. These educational methodologies include:

Icebreakers and other activities to stimulate participation

Icebreakers and similar activities help participants to get to know each other and create an informal and friendly atmosphere that is conducive to learning. They are also useful in stimulating the interest of group members at times when boredom sets in or when some small

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distraction is needed to invigorate and prepare the group to re-focus. Participatory activities will be used to evaluate training sessions.

Role play / simulation activity

All promoters need ample opportunities to practice their educational and communication work in a supportive environment before they carry it out in their communities. Role play gives them the opportunity to get the “real feel” of the situation in the assumption and exercise of their functions and to have a good grasp and better understanding of the complexities of contextual realities which eventually increases their confidence in being a “good promoter.”

Brainstorming

Brainstorming is a methodology that encourages participants to give their opinions about a theme, based on their experiences. The facilitator asks open-ended questions and requests the group’s answers. Each answer is written on a flip chart or blackboard, without comment. After everyone has given ideas, the group discusses and analyses the theme, based on the noted suggestions and comments.

Exposition by the facilitator

The facilitator makes a presentation of the main concepts and key themes and the theory and methodology that underpin the workshop.

Games and dynamics

Games are used to communicate an idea or to promote discussion. Games also help motivate the group and encourage participants to share their experiences and learn from each other. Games imply much more preparation on the part of the co-ordinator or facilitator. It is important to prepare games in advance. They should be fun and informational at the same time.

Discussion

The facilitator can be the moderator of the discussion of a theme using open-ended questions and group responses. This activity is more effective than a lecture given by the facilitator. It also helps to take into account the experience of each participant. Before beginning a discussion, the most important points to be addressed should be prepared. If the group does not mention these points, the facilitator should bring them to the discussion in order to achieve the learning objectives.

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Preparation for the Training

The facilitator or co-ordinator should be well prepared to deliver the training session. It is necessary that the instructions for each workshop be reviewed and the materials prepared in advance. In some cases, a second facilitator may be needed.

This curriculum is not a comprehensive manual of all the information needed for training promoters. There are many other materials that can be used as references or to enrich the content of the training.

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Training Workshops

Workshop 1: Introduction, Primary Responsibilities and Competencies of a Community Animator

Methodology: Presentation, group discussion, appreciative inquiry method and dynamics

Knowledge:

- To increase participants' understanding and knowledge about the way A4HC works, and its organizational culture.
- To introduce participants to the contents of the workshop series, basic concepts, and to share expectations from both AHC and the workshop participants.
- To provide participants with the essential knowledge of the core activities and processes pertaining to community animation and development in general.

Skills:

- Be able to differentiate between the role of a community animator and a leader.
- Build on each other's ideas through the brainstorming/sharing process.
- Develop a stronger commitment and buy-in to participating in training that reflects their ideas

Key Themes

- Welcome and participants introduction
- Introduction to AHC values, principles, mission and vision.
- Agenda review , participants expectations, role-setting
- Review of goals and benefits of workshop series
- Overview of contents of the workshop series
- Format for developing the workshops
- Discussion of Timelines
- Preliminary review of concepts (CI, building bridges, Participatory planning)
- Community organizing techniques
- Summary of key learning of the day.

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 2: Communication in an Intercultural Environment and Conflict Management through Participation

Methodology: Presentation, group discussion, dynamics and evaluation

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Knowledge:

- To provide participants with a set of communication techniques that will enhance mutual understanding and reduce inter-cultural miscommunication stress.
- To develop both inter-group and intra-group community-building skills.
- To equip participants with the tools and ways of building bridges across cultures, and to enlighten participants about seeking strengths while avoiding stereotypes.
- To provide participants with specific tools for dealing with common disruptive situations, and the opportunity to discuss their past use of them.
- To introduce to the participants the idea that a root of conflict is value-based.

Skills:

- To enable participants to prevent unnecessary conflict, and accept developmental uncertainty and work with it.
- Being able to apply techniques to reduce multicultural stress and realize there will be miscommunications.
- Being able to reflect on how these techniques work & what participants might do differently and to discuss these issues with their partners

Key Themes

- Intercultural Communication
 - Recognizing and understanding diversity in cultural values/attitudes/ perceptions
 - Understanding cultural differences - What makes us think in the box? What assumptions make a cultural frame?
 - 'Our' Experience with 'Them': Experience "Working Across Cultures"
 - Tips and guidelines for effective cross-cultural communication
- Barriers of Inter-Cultural Communication
 - Fear of the "Unknown" / Differences
 - Prejudice and Stereotyping
 - Perceived Cultural Superiority or Ethnocentrism
 - Discrimination = Racial, Sexual, Educational
 - Shyness and Fear
 - Language – including different meanings to Words
 - Opinions and Opinionated Prejudice
- Breaking the Barriers of Intercultural Communication
 - Seeking Strengths, Avoiding Stereotypes

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- Discovering Individual Capacity
 - The value of Sharing Strengths and Acting
 - Breaking Down Stereotypes
 - Looking Within and Without to Discover Barriers and Stereotypes.
- Conflict Management
- What is Conflict?
 - Causes of Conflict:
 - Unresolved disagreement that has escalated to an emotional level
 - Miscommunication leading to unclear expectations
 - Personality Clashes
 - Ego Problems
 - Differences in acquired values
 - Underlying stress and tension
- Key Principles in Resolving Conflict

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 3: Facilitation Skills, Techniques, and Competencies

Methodology: Presentation, group discussion, dynamics and role play practice.

Knowledge:

- Learn about main concepts and basics of facilitation
- To provide participants with the essential knowledge of the facilitator competencies and characteristics.

Skills:

- Get top learning about dealing with common disruptive situations during meetings/group discussions.
- Get to put their knowledge to practice through role play.

Key Themes:

- What is a Facilitator?
 - Key responsibilities: The do's and don'ts of facilitation
 - Content and process: the balancing act
- Facilitator Characteristics and competencies
- When is a Facilitator Needed?
- Basic Facilitative Skills
 - Skills that support all facilitative actions
 - Observing subtle nuances of behaviors
 - Actively listening to group discussion
 - Asking good questions
 - Inviting and Managing Participation
 - Responding to and reflecting questions back to the team
 - Acknowledge input from others
 - Recording what is being said
 - Giving helpful feedback
 - Receiving feedback
 - Coaching Others
 - Building and checking for group agreement
 - Influencing others
- Being Present
- Intervening gracefully
 - Team building activities
 - Building trust
 - Creating group norms
 - Acknowledging and appreciating success
- Key Steps in Facilitation

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- Planning Successful Meetings:
 - Identifying appropriate goals, meeting outcomes and deliverables
 - Setting a preliminary agenda with timeframes
 - Preparing meeting participants
 - Generating Robust Discussion:
 - Tools and techniques to ensure participation by all
 - Easel charting techniques to capture what's being said
 - Organizing information for the group to process
 - Making Informed Decisions:
 - Team dynamics in decision-making
 - Building Collaborative Consensus
 - Confirming workable agreements that maximize their commitment to working together
 - Managing Conflict Constructively:
 - Using your facilitation skills to manage conflict
 - Types of conflict situations
 - Mediating conflict
 - Maintaining Momentum:
 - Closing the meeting with an action plan and reflection on the meeting
 - Ensuring team accountability
- Community Organizing Techniques
- Summary of key learning's of the day

Time: Six hours. The management of time is left to the facilitator who must develop an agenda. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 4: Tools for a Transformative Leadership Training and Needs Assessment

Methodology: Presentation, group discussion, dynamics and evaluation.

Knowledge:

- Learn about main concepts and basics of leadership styles.
- To provide participants with the knowledge about popular education spiral model and ecological participatory model.
- To provide participants with 12 steps of a need assessment.

Skills:

- Be able to apply skills that nurture participatory decision-making.
- To impart needs assessment knowledge and skills a community animator may draw upon in helping communities correctly identify their needs and take appropriate action.
- To clarify personal values and beliefs and how they influences the understanding of leadership.
- To increase understanding of the different models of changes and identify leadership styles within these models.

Key Themes:

- Leadership styles - Transformative/Facilitative leadership
- Models of changes
- Understanding the Community
- Needs Assessment – purpose of a needs assessment, the conditions that might require a needs assessment and the steps in a needs assessment procedure
- Personal values and beliefs in relation to leadership
- Participatory Decision-making and action - practice on their toughest real-life challenges
- Strategies/ Techniques for effective community organizing

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 5: Assessing, Monitoring, and Evaluating a Community Initiative

Methodology: Presentation, group discussion, and dynamics.

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Knowledge:

- To provide participants with the necessary tools for effectively supporting community initiatives by enhancing group identity.
- To boost appraisal monitoring skills of the participants
- To boost appraisal evaluation skills of the participants

Skills:

- Be able to competently assess the feasibility of community initiatives.
- Be able to competently monitor the performance of community initiatives.
- Be able to competently evaluate the performance of community initiatives.

Key Themes:

- *Elements of Participatory Monitoring on Ongoing Evaluation*
- *Elements of Participatory Assessment, Monitoring and Evaluation*
- *The Community Initiative Processes and Procedure*
 - First Phase
 - Second Phase
 - Third Phase
 - Fourth Phase:
 - *Midterm reporting:*
 - *Final reporting;*

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 6: Canadian Immigration Policies and Laws, Settlement and Integration

Methodology: Presentation, group discussion, and dynamics.

Knowledge:

- To introduce participants to Canadian immigration laws and policies, and their implications
- To provide participants with information and knowledge on the concepts of settlement and integration
- To develop a critical thinking in the discussion of issues related to immigration, settlement and integration.

Skills:

- Scanning reports to find relevant information
- Supporting opinions with relevant facts and data
- Reading critically to determine assumptions and implications

Key Themes:

- Immigration Policies and Trends
 - Brief Overview of the History of Canada's Immigration Laws
 - Who is responsible for immigration policy? – Government of Canada, Provincial Government, Municipal Government.
 - Role of the Alberta Government – Alberta's Immigration Policy
 - Current Immigration demographics and trends –Classes of immigrants in Canada; Top ten countries of origin.
- Settlement and Integration
 - Defining Settlement - What does settlement mean to you? Is settlement the same for all immigrants and Refugees? What factors impact the settlement process? How is it different from integration?
 - The Settlement Programs and Services – Federal Government, Provincial and Municipal.

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 7: Canadian Policies and Laws on Citizenship, Multiculturalism and Immigration

Methodology: Presentation, group discussion, and dynamics.

Knowledge:

- To discuss in detail the 1960 Canadian Bill of Rights.
- To increase knowledge on the 1971 Multicultural Act.
- To study the 1976 Immigration Act.
- To provide participants with information and knowledge on the concepts of multiculturalism.
- To engage participants in the discussion of these instruments in the development of their work within their communities.

Skills:

- Scanning reports to find relevant information
- Supporting opinions with relevant facts and data
- Reading critically to determine assumptions and implications.

Key Themes:

- Canadian policies and laws on citizenship
 - Brief Overview of the History of Canada's citizenship policies and laws
 - 1960 Canadian Bill of Rights
 - 1976 Immigration Act.
 - Exercise Group
- Multiculturalism and immigration
 - 1971 Multicultural Act
 - Multicultural concept and themes in the act.
 - Exercise Group

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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Workshop 8: Motivation and Burnout in Volunteerism, Organizing a Volunteer Program

Methodology: Presentation, group discussion, and dynamics.

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Knowledge:

- To provide participants with information and knowledge on the concepts of motivation, volunteer and burn-out.
- To increase participants' understanding and knowledge about the volunteer management cycle
- Skills:
 - 1) To develop and organize a volunteer program
 - 2) To enhance participants skills in coping with volunteer burnout

Key themes:

- Defining Motivation
 - Participatory perspective on Motivation
 - Synopsis of Participants' Perspectives
- Defining Burn-out
 - Causes
 - Symptoms
 - Strategies to Avoid Burnout
 - Groups
 - Individuals
 - Delegation and Team Work
- How can you help yourself and others?
- Review Volunteer Burn-out as it relates to our own CI work
- Prioritization and Time Management
- Community Organizing Techniques
- The Role of Volunteers manager
- Volunteer management cycle
 - Program planning
 - Design volunteer role
 - Recruiting process
 - Screening and intake
 - Orientation and training
 - Supervising and evaluating
 - Recognition and retention
 - Risk management
 - Policies and procedures of the organization.

Time: Six hours. Time will be managed by following the agenda prepared by the facilitator.

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Material: The facilitator along with the co-ordinator of workshops for AHC prepares supporting material and logistics aspects to deliver the workshop.

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APPENDICES

APPENDIX 1: Workshop 1 Supplementary Material

INTRODUCING ACTION FOR HEALTHY COMMUNITIES

Action for Healthy Communities (AHC) is a community development non-profit organization. Since 1995, the organization has worked with Edmonton residents and self defined community members (based on such criteria as age, ethnicity, geography, life stage and values) to strengthen community capacity and build healthier and stronger communities. Until now, most of AHC's efforts have focused on the inner city. However, recently the organization has extended its reach to all residents in the Greater Edmonton area.

Over the years, AHC's has expanded its mandate from a healthcare related focus to a more broadly defined concept of community health. As described by the World Health Organization: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". AHC further includes social economic and cultural determinants of health, such as:

- Food & nutrition
- Physical fitness
- Mental health
- Neighbourhood support
- Anti-violence
- Affordable housing
- Education opportunities
- Healthy environment
- Recreation
- Heritage & culture
- Meaningful occupation
- Financial security
- Spirituality
- Social networks
- Social integration

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•Family Environment

AHC has three major programs: the Community Capacities Program, the Volunteer Program, and the Management and Institutional Strengthening Program. AHC continuously works with partners, funders, and community members, to develop on these programs as well as to create new programs based on identified needs. Each program has specific goals, impacts and outputs. To build each program AHC draws upon a specially-designed model for community development, as well as staff expertise. See Appendix A for AHC's Community Development Model and Appendix C for further description on AHC programs.

AHC's most successful strategy in building community capacity has been Community Initiatives. AHC has supported hundreds of Edmontonians to use their skills, knowledge, culture, and values to work with others in addressing community health issues by creating self-driven mini-projects known as Community Initiatives (CI). Staff have helped groups to create shared visions and act upon it. Residents have created Community Initiatives such as senior's learning groups, single mother self help groups, collective kitchens, training workshops, and cultural and recreational activities for low income children, youth, young families and seniors.

BACKGROUND

AHC emerged in the mid 1990's when a group of individual from the Healthcare sector came together to discuss how to strengthen community groups and increase public participation in defining and solving health issues. These discussions led to the development of a participatory process that enabled citizens and communities of central Edmonton to voice their views and concerns about wellness and healthcare reforms. As a result of this process, Action for Healthy Communities Society of Edmonton was formed. The official name of the society to June, 2007 was Edmonton Health Care Citizenship Society (EHCS). It was incorporated in 1995 under the Societies Act and in 1999 as a charitable organization.

OUR MISSION, VISION AND VALUES

AHC will build from its current mission to achieve its vision for the future, while adhering to carefully chosen values.

Mission: Action for Healthy Communities Society of Edmonton is committed to building stronger and healthier communities through a community building process that fosters citizen participation and action to improve the health of the community.

Objective: Action for Healthy Communities Society of Edmonton's Objective (Object) is to improve the lives of people and the communities in which they live through the provision of public education and other initiatives to enable individuals to enhance their own lives.

Vision: A vibrant Greater Edmonton of active citizens committed to using their skills, knowledge, culture, and values to work together with other residents in addressing community health issues and building stronger communities.

Source: 2008-2011 Action for Healthy Communities Strategic Plan. Action for Healthy Communities Website

<http://www.a4hc.ca/index.htm>

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24. APPENDIX 2: Workshop 2 Supplementary Material

Background

We live in an increasingly complex world. One element of this complexity is the mixing of different cultures, languages and faiths. We find ourselves living and working with neighbours, colleagues or clients from different cultures and communicating across cultures. Although intercultural communication and working in a multicultural environment can be dynamic and creative, it can also be challenging due to the inability to interpret people correctly. Understanding and appreciating intercultural differences - other people's cultures, their communication styles and behaviours - can go a long way in promoting clearer communication, breaking down barriers, building trust, improving relationships, and being more successful in an intercultural environment.

Tips and guidelines for effective intercultural communication

The following intercultural communication tips are provided to help people working in multicultural environments get some basic insight into dealing more effectively with people and not letting culture become an issue.

Be Patient: Working in an intercultural environment can be frustrating. Things may not get done when expected, communication can be tiresome and behaviour may be inappropriate. Patience with yourself and others helps move beyond such issues and address how to avoid similar incidents in the future.

Establish Rules: Sometimes if working in a truly intercultural team it may be necessary for all to take a step back and set down some ground rules. For example, how do we approach punctuality, meetings, communication, emails, disagreements, etc.? It is always a good idea to try and develop the rules as a group rather than have them imposed.

Ask Questions: When you don't understand something or want to know why someone has behaved in a certain way, simply ask. Asking questions stops you making assumptions, shows the questioned you did not understand them and helps build up your bank of intercultural knowledge.

Respect: The foundation of all intercultural communication is respect. By demonstrating respect you earn respect and help create more open and fruitful relationships.

The Written Word: Sometimes people who do not have English as their mother tongue will read more proficiently than they speak. It is a good idea to always write things down as a backup.

Time: Not everyone in the world thinks "time is money". Understand that for many people work is low down on the priority list with things like family taking a much higher precedence. Do not expect people to sacrifice their own time to meet deadlines. It is good practice to always leave a bit of spare time when considering deadlines.

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Humour: In an intercultural environment one man's joke is another's insult. Be wary of differences in the sense of humour and also the acceptability of banter and the like in a business environment.

Always Check: The easiest way of minimizing the negative impact of intercultural communication is to check and double check. Whether agreeing something or giving instructions, a minute spent double checking all parties are 'reading from the same sheet' saves hours of work later on down the line.

Be Positive: When faced with incidents of an intercultural nature steer clear of blame and conflict. Stay positive, analyse the problem areas and work as a team to build strategies and solutions to ensure the same never occurs again.

Self-Reflect: A good intercultural communicator not only looks outwards but also inwards. Take time to reflect on your own communication, management or motivation style and see where you can improve as an individual.

Breaking the Barriers of Intercultural Communication

The six steps to intercultural communication are basic pointers that all working in intercultural teams should be aware of to ensure culture becomes a vehicle for positive advancement rather than a barrier.

1. Break Assumptions

Everyone makes or has assumptions about others. Assumptions are beliefs rather than objective truth and are usually influenced by a number of subjective factors.

For intercultural communication to truly work, people need to assess their assumptions and ask themselves why they hold those ideas or beliefs. By doing so and even openly examining them with others, the initial barrier to intercultural communication is overcome.

2. Empathize

In order to come to appreciate and understand people from different cultures, empathy is vital. Through putting yourself in someone else's shoes you come to see or appreciate their point of view.

3. Involve

Involving others in tasks or decision making empowers and builds strong relationships. Using intercultural diversity is in essence a more creative approach to problem solving as it incorporates different points of view.

4. Discourage Herd Mentality

Herd mentality refers to a closed and one dimensional approach. Such a way of thinking curbs

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creativity, innovation and advancement as people are restricted in how to think, approach and engage with people or challenges.

Intercultural communication can only flourish and therefore contribute if people are encouraged to think as individuals, bring their cultural influences to the table and share ideas that may be outside the box.

5. Shun Insensitive Behavior

People can and do behave in culturally insensitive ways. By attacking someone's person, you attack their culture and therefore their dignity. This can only be divisive.

Intercultural communication is based upon people thinking through words and actions to ensure they do not act inappropriately. When insensitive behavior is witnessed it is the responsibility of all to shun it and ensure it remains unacceptable.

6. Be Wise

Wisdom is not called wisdom for nothing. People need to be aware how to interact with people with respect and knowledge. Intercultural communication is essentially founded upon wisdom, i.e. showing maturity of thought and action in dealing with people. Through thinking things out and have background knowledge to intercultural differences much of the communication problems witnessed within business could be avoided.

Source: http://www.sideroad.com/Cross_Cultural_Communication/barrier-of-intercultural-communication.html

Conflict Management

What is Conflict?

The word "Conflict" causes most of us a great degree of discomfort, anger, frustration, sadness, and pain.

The dictionary defines "conflict" as "*a struggle to resist or overcome; contest of opposing forces or powers; strife; battle. A state or condition of opposition, antagonism, discord. A painful tension set up by a clash between opposed and contradictory impulses.*" No matter how hard we try to avoid it, we periodically experience conflict in our lives.

In the workplace, a simple disagreement between team members, **if unresolved, may escalate into avoidance, inability to work together, verbal assaults, and resentment.** In the worst cases, it may also lead to hostility and eventual separation from the organization. Therefore, it is important that the conflict be resolved **as soon as possible.**

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Causes of Conflict

Conflict may stem from a variety of causes, and understanding them is the first step in dealing with it effectively.

Unresolved disagreement that has escalated to an emotional level

Disagreements are normal. When they are left unresolved, however, the associated feelings and emotions will remain in force, at least at some level.

When another situation brings this disagreement back to the forefront, these suppressed emotions can erupt with force, usually far in excess of those associated with the original disagreement. Therefore, it is critically important to resolve disagreements as soon as possible and not let them fester.

Miscommunication leading to unclear expectations

How often do we give instructions to someone, only to have those instructions misinterpreted? The ability to communicate is one of our most commonly used skills. As such, **we sometimes take it for granted so that the words we use to communicate don't always clearly state the picture in our minds.** When this occurs, errors often result that lead to frustration. Depending on a multitude of factors (stress level for one), the error sometimes results in conflict if neither person is willing to accept responsibility for it.

Personality Clashes

We are all different. Experts say that our personalities are genetically determined resulting in different sets of preferred behaviors. See if the following comparisons ring some bells for you:

Some people are:	While others are:
Outgoing, spontaneous, and talkative	Introspective, serious, and quiet
Intuitive...shoot from the hip	Detailed...evaluate, ponder, and consider
Feeling and emotional	Logical and analytical
Concerned for people	Concerned for concepts
Structured, ordered, planned	Flexible, go with the flow, unplanned

These natural sets of differences are some of our greatest strengths as individuals and teams; however, they are also sources of conflict. If I, for example, prefer to look at only the "big picture," then I may become frustrated by your attempts to discuss details. You, on the other hand, may see me as irresponsible for not doing the analysis. Result: potential conflict.

Differences in acquired values.

From the moment we are born, we begin acquiring our value system. Our values are the beliefs we

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hold that help us to make decisions about what is right or wrong, good or bad, and normal or not normal.

Our values come from parents, siblings, friends, mentors, coaches, teachers, books, churches, movies, television, and music ...life in general. No two people ever have the same life experience, so we ultimately have different sets of values and beliefs that guide our decisions and behavior.

People struggle over religion, politics, race, humanitarian issues, ethics and morals, abortion, sex, and more. In extreme cases, some people will, literally, die for their beliefs. So this "gut level" value system is a strong driver of behavior and a frequent source of conflict in our lives and in our teams.

Ego Problems

Ego is another strong driver of our behaviour and decisions. Ego wants us to be "right," and moves us into defending our position, sometimes unreasonably.

Underlying stress and tension

Our lives today place enormous demands on our time and energy. But frequently those demands exceed our capacity to deal with them. Never the less, we come to work and attempt to function normally with our team members.

Too often, however, this underlying stress surfaces at the slightest provocation, and we find ourselves in conflict. Dr. Wayne Dyer uses the analogy of an orange to describe this:

- When you squeeze an orange, you get orange juice. Why? Because that's what is inside.
- When you squeeze (metaphorically) a person, you also get what the person is holding inside.

One of our greatest lessons is to understand that a person's angered response to us may have nothing to do with us at all. They may simply be reflecting other stresses in their lives. Knowing this makes it easier to respond in a more tempered, appropriate, and responsible manner. If we don't understand this important principle, we may react to their anger with similar anger, elevating the situation to one of conflict.

Resolving Conflicts

The ability to resolve conflicts is an essential skill for a community animator. In most cases, getting into conflict is easier than getting out of it.

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Key Principles in Resolving Conflict

- Take shared responsibility for the conflict
- Recognize and appreciate differences among people
- Preserve individual dignity
- Listen carefully and with empathy, listen to understand, communicate, don't debate
- Be calm...don't give in to emotional outbursts or reactions
- Vulnerability is a key to successful resolution, therefore open up and share your feelings
- Don't assume people are being difficult intentionally
- Choose a safe place or person with whom you can vent and clarify the issues for yourself
- Generate solutions...find agreement
- Follow-up to assure resolution and modify as necessary

Conflict Resolution

How to Effectively Resolve a Conflict

Key Points to Remember

- **Be a model of calm and control**
- **Don't give in to emotional outbursts**
- **Don't assume people are being difficult intentionally**
- **Find a quiet place to resolve conflicts....privately**
- **Set some ground rules for the discussion:**
- **No raising of voices**
- **This is not a debate**
- **Speak only for yourself..."I" phrases**
- **Confront the issues, not the people**
- **Maintain or enhance self-esteem**

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APPENDIX 3: Workshop 3 Supplementary Material

FACILITATION

Introduction

The success of any team is directly related to the ability of the facilitator or leader to guide the team toward a common goal. Facilitators can serve many different roles including running workshops, conducting experience-based training, and guiding team development. The focus of this primer is on the role of the facilitator in relation to meetings. It is recognized that many meetings involve teams. However, there also exist many situations where meetings are held to share information and make decisions, in which the participants are not recognized as a team. It is for these kinds of meetings that this primer may be especially useful, though the information provided here is equally applicable to team meetings.

What is a Facilitator?

A facilitator is catalyst, coach, coordinator and more. The role of meeting facilitator demands exceptional interpersonal skills, keen observation, insight and tact. An effective facilitator is someone who uses knowledge of group processes to bring out the best in individual players, allowing them to focus on the content or the substance of their work together. Mastering the skills and techniques of meeting facilitation gives you the ability to direct meetings that reduce frustration and produce results.

Other roles exist for meeting participants besides facilitation. These include scribing, recording, timekeeping and leading discussions. The Facilitator's role is unique, although no more or less important, since their primary focus is on the meeting processes. Facilitation can involve many different levels of knowledge and skill, can include work on all kinds of problems and challenges, can assist the group in fulfilling its desire, or can include pushing participants to new levels of understanding. Most importantly, however, facilitation includes both an ability to recognize when effective meeting processes are needed and an ability to provide those processes. In its loosest definition, a facilitator is any person who jumps up during a meeting and starts writing key points on a chalkboard as they are being discussed. Or someone who puts up a hand and suggests that the participants focus on a single problem. Or even a participant who suggests that they find out a little about each other, or agree on how they're going to make decisions. These actions that define facilitators are based on an intuitive sense that something in the meeting is amiss. Though this intuition is fundamentally important to good facilitation, it must be emphasized that intuition alone does not replace an understanding of the skills and techniques that are the foundation for the profession.

Why do meetings need Facilitators?

People come together and meet for a variety of reasons. Sometimes the participants are referred to as teams, groups or committees. Although these terms are used interchangeably, it is generally recognized that teams have a common bond, interdependency, and/or commitment to a goal. Groups, on the other hand, are usually not as cohesive, not accountable to each other, and may meet on a less regular basis.

In either case, the techniques discussed in this primer apply equally to teams or groups because both need to meet to be effective. The basic assumption underlying meetings is that two (or more) heads are better than one, and better decisions can be made if there is more input. However, to assure that better decisions are made, the meeting often needs to be facilitated. In fact, a well-facilitated team

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meeting generally is both more effective and more efficient. Meetings occur for a number of reasons where participants are called upon to:

- make decisions
- share information
- plan work
- learn from one another
- create buy-in
- solve problems

The results of these actions may be seen in the design of a new product, improvements to a system, development of a marketing plan, or suggestions for improving work conditions. In some cases, the meeting may have more than one purpose or the purpose may shift over time. For example, after designing the plan, the meeting discussion may move on to creating buy-in for the plan. No matter what the meeting's purpose, participants need to clearly understand the goal and how to work.

Three easy steps to a well-run meeting

Billions of dollars are wasted each year because of poorly managed business meetings. We've all been to them; those meetings where we begin lamenting in the first five minutes that "this is going to be a *long* meeting", or those where as the facilitator rambles on, we wonder "why am I here?" These types of poorly run meetings are typically the result of poor preparation.

With today's high stress of lots to do and not enough time to do it in corporate environments, managers skimp on the preparation for meetings; they don't "think it through." Adequate preparation, which takes some but not much time, can keep a meeting on track and on time. The key components are:

- Setting appropriate goals for the meeting;
- setting a preliminary agenda with timeframes; and
- preparing meeting participants.

Setting appropriate goals

Most meeting facilitators expect too much from their meetings. They want everything done at one time after all, time is short. Having too many goals can easily cause a meeting to go off on tangents. Each meeting should have only one purpose. If you have several decisions to be made or steps to complete, break your meeting down into phases or components and have a few short well-focused meetings rather than one long confused marathon session.

Setting a preliminary agenda with timeframes

Agendas are standard equipment for most meetings - add a new twist by setting timeframes (and sticking to them). Determine what specific issues you want to cover in the meeting (remember, only one purpose!), and how much time you think you'll need to do it in. Be realistic; after one hour, attention spans are greatly diminished. Give the most important issues the largest chunk of time and remember to leave time for introductions and opening and closing comments. Participants will appreciate that you've set such a clear structure. You will also appreciate the time structure's control component. If the meeting is going off in an unwanted direction, you can simply refer to the agenda, refer to the time constraints, and bring the meeting back to the original topic. If something comes up that needs to go beyond the preset timeframe, simply eliminate one of the other topics of discussion or agree to meet at another time to continue the discussion.

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Preparing meeting participants

The most important items to convey to a participant are why they were asked to come to the meeting and the purpose of the meeting. Participants need to know why they will be at the meeting and what their benefit will be before they can buy into the purpose and get motivated about attending. If a participant has a reason for attending and that reason is beneficial, they will be an active responsive participant rather than a resentful one. When given the purpose of the meeting and, if possible, the preliminary agenda, participants can begin to prepare for the meeting by thinking about or researching discussion items. Along with this information, also send the date, time, and place of the meeting just in case they've forgotten to write it down, lost their calendar, transposed a couple of numbers or any other of the numerous things that happen during a busy day. How you prepare your participants - voice mail, fax, e-mail, memo, in person, etc. - will depend on your corporate culture. However you decide to do it, always follow up to confirm any information you have given them.

Each of these steps takes relatively little time compared to the amount of time and frustration they can avoid. Meetings *can* run smoothly and stay on track. And if participants see you as a time-conscious, effective facilitator, they will actually look forward to the meeting. Isn't that a novel idea?

Guidelines for Facilitators

Some guidelines for project field staff (**or Animators**) in the facilitating role are:

- Develop sensitivity and listening skills. Respect and support the existing community skills and yet know when to introduce appropriate methods (and tools) to strengthen these local skills. Listen to stories telling how problems have been dealt with in the past as this can deepen understanding of existing community analytical processes. Adopted from the Monitoring & Evaluation doc (refer to PAME materials)
- Use key informants who can describe the power structure of the community. Working relationships with local leaders can make or break a project, especially when the poorer strata of the community are the prospective beneficiaries. Although the primary beneficiary group may be identified as the poorer group, experience shows that usually local leaders must also benefit. Benefits can be political, economic and/or social.
- In group discussions, have community members describe the way the community has made decisions in the past. How effective has this method been? Can it be improved upon? How?
- Clearly and honestly present the project's development objectives and inputs, and the inputs expected from the community.
- If necessary, suggest tools which are likely to facilitate community problem analysis. Be aware of the uses and benefits of PAME tools.
- Facilitate community identification of problems by determining their capacity and their needs, and having them set their own objectives. This will enable both field staff and the community to better judge if the project and community objectives are compatible and therefore likely to be achievable.

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- Help the community negotiate when there are conflicting interest groups within (or outside) the community. If the project wants to help the most disadvantaged, negotiation with the community may be necessary in order to reach this beneficiary group.

Facilitator Competencies

- Effective in using core methods (distinguishes process from content)
- Carefully manages the client relationship and prepares thoroughly (scoping)
- Uses time and space intentionally
- Skillful in evoking participation and creativity
- Honoring the group and affirming its wisdom
- Capable of maintaining objectivity
- Skilled in reading the underlying dynamics of the group
- Orchestrates the event drama
- Releases blocks to the process
- Skillful in adapting to the changing situation
- Assumes responsibility for the group journey
- Can produce powerful documentation
- Demonstrates professionalism, self-confidence, and authenticity
- Maintains personal integrity

Characteristics of the Facilitator (from the Institute of Cultural Affairs Website)

A facilitator is one who will

- "Ask" rather than "tell."
- Pay personal compliments.
- Spend time in building relationships rather than being always task-oriented.
- Initiate conversation rather than waiting for someone else to.
- Ask for other's opinions rather than always having to offer their own.
- Negotiate rather than dictating decision-making.
- Listen without interrupting.
- Emote but able to be restrained when the situation requires it.
- Draw energy from outside themselves rather than from within.
- Base decisions upon intuitions rather than having to have facts.
- Have sufficient self-confidence that they can look someone in the eye when talking to them.
- Be more persuasive than sequential.
- Be more enthusiastic than systematic.
- Be more outgoing than serious.
- Be more like a coach than a scientist.
- Be more like a counselor than a sergeant.
- Be naturally curious about people, things and life in general.
- Keep the big picture in mind while working on the nitty-gritty.

In the final analysis, anyone can be a facilitator who is willing to be flexible and not bound by or a slave to their natural social style.

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Focusing the Meeting

As important as it is for the facilitator to properly prepare for the meeting, it is equally important that the participants be focused. This requires making sure that all attendees are informed of the purpose of the meeting and that they come prepared to participate. A meeting without focus will usually be unproductive, and may result in conflict. Since the facilitator's role is to help ensure successful, productive meetings, purposeful direction is necessary. To focus the meeting effectively, the facilitator needs to be concerned with both elements of conducting meetings mentioned previously - the content and the process.

Making sure participants understand the meeting agenda and ground rules provides not only a basis for them to stay focused on the task and the process but also provides a basis for facilitator intervention which helps the team stay on track. At the beginning of the meeting, the facilitator needs to review the meeting agenda and ground rules to ensure everyone understands, agrees to, and will abide by them.

Specific items should be discussed:

- Review the charter with the participants, if it exists.
- If there is no charter, review the purpose and the expected outcome of the meeting.
- Review the ground rules to reinforce what the participants have already decided.
- Review the items for discussion and the time line.

If the ground rules do not exist, then you must assist the participants in developing them. A quick and easy way to develop a list of ground rules at the beginning of a meeting is to ask the participants, "When you attend meetings, what lights your fire and what burns you up?" You will sometimes get surprising responses, but don't try to force them into a common mold. Remember, each meeting has a unique character that you have to work with and respect.

Keeping the meeting on track

Keeping the team on track starts with good preparation and includes the use of appropriate process intervention. Process intervention is an interruption by the facilitator of the meeting process and conversation in order to refocus the participants and/or to rebalance group interactions.

Most interventions can link back to the posted ground rules or group norms. As a guideline, always start with the lowest level of intervention, which is the least obvious and least threatening to the individual or group. As facilitator, your goal is to support the participants in achieving their desired outcomes by staying on track and balancing participation with results, so interventions must be supportive. Speak the intervention clearly using assertive language, with supportive tone of voice and body language.

The following are examples of the Five (5) most common situations requiring intervention to keep the meeting on track, with example suggestions on how to intervene in each situation.

- Side-bar conversations
- Staying on time
- Never ending discussion
- Conflict (personal attacks)
- Returning from breaks

Process Intervention & Desired outcomes:

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1. To keep the process on track and moving forward with all participants engaged, making best use of time and resources.
2. Balance participation with the meeting results.

Source:

<http://www.facilitationbasics.com>

<http://www.iaf-world.org/files/public/FacilitatorMnl.pdf>

<http://www.adb.org/>

<http://www.albany.edu/cpr/gf/>

<http://www.strategiccomm.com/meetingsfacil.html>

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APPENDIX 4: Workshop 4 Supplementary Material

WHAT IS FACILITATIVE LEADERSHIP?

Initially, the term TRANSFORMATIONAL LEADERSHIP was viewed as a personal quality, an ability to inspire others to look beyond self-interest and focus on common goals. The concept has evolved over time, now it is often viewed as a broad strategy that has been described as "facilitative."

Facilitative leadership has been defined as the behaviours that enhance the collective ability of a group or team. The key word being COLLECTIVE - the facilitative leader's role is to foster the involvement or participation of members of the team. The Facilitative Leader inspires commitment and makes people feel they are part of a larger, more meaningful effort. Several key strategies or techniques are used by facilitative leaders: Information is shared, and processes for new ideas on improving business are generated, following input from team members, team building; providing feedback, co-ordination, and conflict management; creating communication networks; and practising collaborative politics. Overall, there is an atmosphere of trust and respect that is essential for developing high-performance teams.

Running Better Meetings with Facilitative Leadership

In meetings, one has to act as both a facilitative leader and an autocratic one to maximize effectiveness. This article discusses the strengths and weaknesses of acting as a facilitator.

The Facilitative Leadership Style	
	<p>If you fail to honor your people, They will fail to honor you; It is said of a good leader that When the work is done, the aim fulfilled, The people will say, "We did this ourselves." Lao Tzu, , 604-531 B. C., Founder of Taoism, Tao Te Ching</p>

Facilitative leadership is a special leadership style, one based on three major assumptions.

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Assumption 1: Facilitator Neutrality

One of the major differences between an autocratic leader and a facilitative leader is how each is perceived. Autocratic leaders typically take a position for which they are strong advocates. Facilitative leaders appear neutral and may really be neutral.

Assumption 2: The Leader Acts in the Best Interest of the Group

In many respects the facilitative leaders function like a servant leader—they put the primary needs of the group ahead of their own selfish needs. A classic example is short-term profits over long term growth. The dominant view in capitalism is to stroke short-term results and to hell with the long-term. Such a view benefits the c-level executives and impatient investors at the expense of employees and patient investors.

It's hard to act in the best interest of the group as a whole. Let's say that a corporation has set up a strategy council to determine fundamental business strategy. Since the CEO is too busy shepherding merger, the CIO is asked to chair the sessions. For that person to be successful as a facilitator, she would have to set aside her advocacy role for the use of information technology.

Assumption 3: It's Important to Build Consensus

To understand facilitative leadership, one has to understand the nature of consensus. The Diocese of Greenburg defines it as, "A method of making decisions through which a group strives to reach substantial, though not necessarily unanimous, agreement on matters of overall direction and policy which can be supported by all."

Some might say it means one needs 100% agreement, others might say it means everyone agrees somewhat. Someone else might say, "You have consensus when they can live with it." A cynic might say- Consensus is when someone is not actively sabotaging the efforts of the group."

Whatever definition is chosen, consensus is important since groups members experiencing it support and are more committed to implementing the solution.

Consensus in the Real World

There are some very powerful groups that must function by consensus. For example, policy developed by members of the G8, the European Union, and ASEAN are all based on consensus. If something is agreed to in summit, individual states must voluntarily carry it out.

Using the Facilitative Style during Meetings

Facilitative leadership excels when one has to deal with complex problems. Its strength is its ability to meld the best ideas from different people. Use it when one needs the strong support and active cooperation. **It's a natural style for project managers, board chairman, entrepreneurs, and team leaders.** Unfortunately, if over used, it can create problems as well.

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<p>Problems With the Facilitative Leadership Style</p>	
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Those who over use facilitative leadership can experience a number of problems

Inappropriate Use Presents an Appearance of Weakness

High power distance cultures such as those in Asia tend to prefer leaders with an autocratic style. In some environments, people prefer to be told what to do, not asked what they should do. It's important to remember, acting as a facilitative leader does not mean a complete absence of autocratic leadership,

It Requires High End Communication Skills

Functioning as a facilitative leader requires more skill than acting as an autocratic one. Telling people what to do is easy, asking them what to do and getting them to all agree is hard.

It takes Time to Reach a Consensus

Making the decision yourself is always faster—obtaining consensus is slow and often difficult. In fact, some might argue that if consensus is unlikely, it's better just to make the decision yourself.

Needs Assessment

Phases in the Needs Assessment Process

Phase 1: Laying the Groundwork

- Get stakeholders commitment
- Establish the community group
- Get the committee working
- Clarify the purpose of the needs assessment

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- Plan a communication strategy
- Design the Needs Assessment
- Select and develop your Data Collection Methods
- Determine the who, what, where, when and how

Phase 2: The Needs Assessment Work plan

- Prepare to gather information
- Conduct Information and Literature Search
- Organize data (summarize responses and observations)
- Collect documents where necessary

Phase 3: Interpreting & Reporting

- Interpret information
- Write a report based on findings
- Report findings

Phase 4: Implementation process

- Develop an action plan
- Decide on the next steps

Personal Reflection Technique: Head, Heart, Hands

This exercise gives the opportunity to reflect upon and synthesize the information and insights you have gained during the event and create a bridge to action. Please write your responses to the following questions.

Head

What insights have I gained today?

Write 3 of these ideas on the white paper you were given

Heart

How does this make me feel, how does it affect me?

Write 3 insights on pink paper you were given

Hand

What action will I take, because of what I know now?

Write 3 insights on the yellow paper you were given

Tape your papers to the flip-chart.

Source:

Conley David and Paul Goldman (1994), Facilitative leadership: How principals lead without dominating. Eugene, Oregon: Oregon School Study Council. <http://www.nald.ca>

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Popular Education- Spiral Model 9

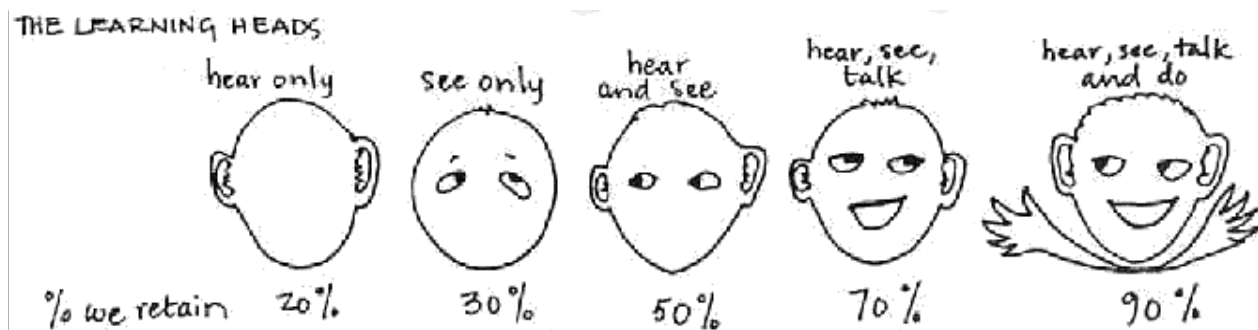
What exactly is Popular Education, anyway?

The idea of popular education (often described as "education for critical consciousness") as a teaching methodology came from a Brazilian educator and writer named Paulo Freire, who was writing in the context of literacy education for poor and politically disempowered people in his country. It's different from formal education (in schools, for example) and informal education (learning by living) in that it is a process which aims to empower people who feel marginalized socially and politically to take control of their own learning and to effect social change.

Popular education is a collective effort in which a high degree of participation is expected from everybody. Teachers and learners aren't two distinct groups; rather, everyone teaches and everyone learns! Learners should be able to make decisions about what they are learning, and how the learning process takes place. A facilitator is needed to make sure that new ideas arise, progress, and don't get repetitive, but this isn't at all the same thing as a teacher. In popular education, then, we can't teach another person, but we can facilitate another's learning and help each other as we learn.

In popular education, the learning process starts with identifying and describing everyone's own personal experience and that knowledge is built upon through various activities done in groups. After the activity, a debriefing process allows us to analyze our situation together; seeing links between our own experience and historical and global processes in order to get the "big picture". Through the generation of this new knowledge, we're able to reflect more profoundly about ourselves and how we fit into the world. This new understanding of society is a preparation to actively work towards social change. In fact, in popular education, the education process isn't considered to be complete without action on what is learned; whether it be on a personal or political level.

The spiral model of learning is a useful tool when developing popular education workshops. (More information can be found in *Educating for a Change*, p.38; see resource page.) The spiral model takes into account how people learn. The diagram below is a quick reminder of how we learn best:



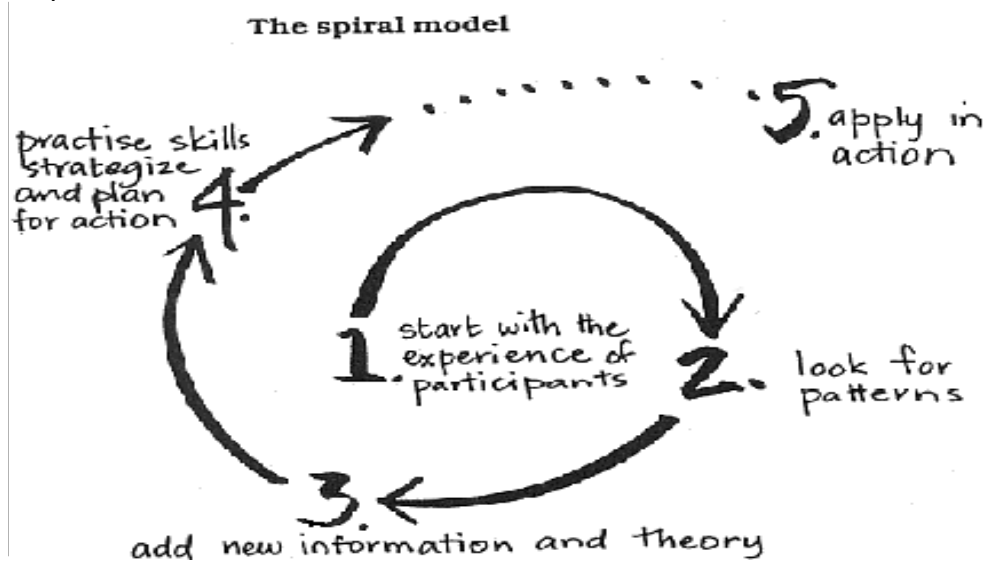
Below is a diagram of the spiral model. The spiral model suggests that learning begins with the experience and knowledge of participants. After participants have shared their experience (whether it be prior experience or the participants' experience from the activity at hand), they can look for patterns and analyze that experience. New information and theory can be collectively created (through facilitated discussion), or added by outside resource people. Once an issue or problem has been analyzed, it is important to practice new skills, strategize and plan for action so that the analysis is not passive.

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As the goal of popular education is to lead to action for social change, the process must extend beyond the workshop. It is hoped that participants will return to their own groups and share the experience and thoughts from the workshop with others for further critique, strategy and applied action within the groups and daily living.

Popular education then is a process, continually moving through the cycles to gain better understanding and more effective action. When using popular education it is important to keep the principles in mind, as it is the goals of popular education and not simply 'experiential' activities that empower.



Source: Bob Hale Youth College for Social Justice: Participants' Handbook. Peace and Environment Resource Centre.

Page source: <http://www.perc.ca/library/resources/social-justice/bob-hale/p04.html>

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APPENDIX 5: Workshop 5 Supplementary Material

Organize

The community have a dialog to discuss problems that concerned its members.

Common interest group are organized to search for common solutions

Execute the project

The group start operating the project

Activities planned are implemented

Introduce changes as needed

Developing Project concept

The group agree to solve one problem

Define the project idea

Plan the project idea

Search for funding support

Obtain the funding

Control and monitoring

The group meet to discuss project progress

Compare planned activities against implemented one

Check the money used and the balance

Prepare and present a project progress report

Close

The group implement all the activities planned

The group meet to discuss what they have learned

Prepare the final report

Submit the final report

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Project Life Cycle

Source: This support material was prepared by the facilitator

Assessing, Monitoring and Evaluating Community Initiatives Introduction

What is Evaluation anyway?

Types of Evaluations

- Goal Based
- Process Based
- Outcome Based

Goal -Based Evaluations

Goal-based evaluations are evaluating the extent to which programs are meeting predetermined goals or objectives. Questions to ask yourself when designing an evaluation to see if you reached your goals

Process-Based Evaluations

Process-based evaluations are geared to fully understanding how a program works -- how does it produce that results that it does.

Outcomes-Based Evaluations

An outcomes-based evaluation facilitates your asking if your organization is really doing the right program activities to bring about the outcomes you believe to be needed by your clients .Outcomes are benefits to clients from participation in the program. Outcomes are usually in terms of enhanced learning (knowledge, perceptions/attitudes or skills) or conditions, e.g., increased literacy, self-reliance, etc.

Why Assess and Evaluate a Project?

Why is Project Evaluation important?

Evaluating project results is helpful in providing answers to key questions like:

- What progress has been made?
- Were the desired outcomes achieved? Why?
- Are there ways that project activities can be refined to achieve better outcomes?

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- Verify that you're doing what you think you're doing - Typically, plans about how to deliver services, end up changing substantially as those plans are put into place. Evaluations can verify if the program/ initiative/ CI is really running as originally planned.
- Tracking progress - Outcomes: where we were and where are we now
- Do the project results justify the project inputs?
- Capture the lessons learned, to be more effective in the future;

Tools Used by AHC to Evaluate CIs?

1. CI Group Representatives Evaluation – To be completed only by the 3 key representatives in the Group
2. CI Participant Evaluation – to be completed by all the Group members/ beneficiaries of the CIs

(Example, 2 forms and staff observation form)

Remember: Potential respondents may need a friendly reminder about completing the survey, through a phone call.

Basics to Evaluations: Things to Keep in Mind

Consider the needs of your target audience(s) even before you begin your evaluation.

- Other than yourself, for what group(s) are you conducting the evaluation?
- Keep your audience in mind as you plan, and, implement your evaluation.
- What does the individual, group or organization say it wants from you?
- Many funders, stakeholders and other interested parties tell you what they want to know. Some you need to ask. Others need to be told what findings are important. If they specifically tell you what they want, be certain to gather and communicate that information.

How Evaluations Can Help Your CI/ Group?

- Tracking progress - Outcomes: where we were and where are we now
- Determine ways to change what is not working well in the plan- Redefine the project properly- Make timely changes
- Identify barriers in timely manner
- Capture the lessons learned, to be more effective in the future;

Give Examples: Activity/Question

Ask Group members to think of an example

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EVALUATING A COMMUNITY INITIATIVE

The following table provides an overview of the major methods used for collecting data during evaluations.

Method	Overall Purpose	Advantages	Challenges
questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non threatening way	<ul style="list-style-type: none"> -can complete anonymously -inexpensive to administer -easy to compare and analyse -administer to many people -can get lots of data -many sample questionnaires already exist 	<ul style="list-style-type: none"> -might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
observation	to gather accurate information about how a program actually operates, particularly about processes	<ul style="list-style-type: none"> -view operations of a program as they are actually occurring -can adapt to events as they occur 	<ul style="list-style-type: none"> -can be difficult to interpret seen behaviours -can be complex to categorize observations -can influence behaviours of program participants -can be expensive
focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	<ul style="list-style-type: none"> -quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time - can convey key information about programs 	<ul style="list-style-type: none"> -can be hard to analyse responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
case studies	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	<ul style="list-style-type: none"> -fully depicts client's experience in program input, process and results -powerful means to portray program to outsiders 	<ul style="list-style-type: none"> -usually quite time consuming to collect, organize and describe -represents depth of information, rather than breadth

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What Method does AHC use? All of the above?

What are the Challenges in Monitoring and Evaluation?

- getting the commitment to do it;
- establishing base lines at the beginning of the project; *Midterm and End Term Evaluations*
- identifying realistic quantitative and qualitative indicators;
- finding the time to do it and sticking to it;
- getting feedback from your stakeholders;
- reporting back to your stakeholders. *In this case from AHC staff working with the CIs*

Source: This support material was prepared by the facilitator

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APPENDIX 6: Workshop 6 Supplementary Material

Defining Settlement

Settlement is a long-term, dynamic, two-way process through which, ideally, immigrants would achieve full equality and freedom of participation in society, and society would gain access to the full human resource potential in its immigrant communities. The settlement process can be viewed as a continuum, as newcomers move from acclimatization, to adaptation, to integration (see diagram below).

FIGURE 1

The Settlement/Integration Continuum¹

Settlement

Acclimatization

Adaptation

Integration

Settlement generally refers to acclimatization and the early stages of adaptation, when newcomers make basic adjustments to life in the new country including finding a place to live, learning the local language, finding a job, and learning to find their way in a new, and as yet unfamiliar, society. Integration is the longer-term process through which newcomers become full and equal participants in all the various dimensions of society.

In view of settlement work underlying this project, settlement is seen as a process that is:

- long-term
- dynamic
- enabling
- two-way

Settlement is not a short-term process that is limited to the immigrant's initial adjustment period after arriving in a new country. Addressing settlement counsellors¹⁹⁸⁹, the then Executive Director of Ontario Council of ASI described the community's holistic view of settlement services as:

...The reality is that settlement; integration, adaptation and citizenship are not distinct entities, separated by bureaucratically defined time-periods. In reality, they are interconnected and overlapping processes that start when a newcomer arrives in Canada, and which continue in one form or another until he or she dies. We are not just asking someone to integrate into a static culture, but to become part of the transformation of that culture. (Sinclair-Jones, 1989)

The view that settlement is an ongoing, long-term process for immigrants and the society receiving them is echoed by many immigrant serving staff as they try to describe a "settled" immigrant. For example:

A Co-ordinator of a multiethnic women's organization wrote:

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A settled immigrant woman does not exist, because the problems she faces are going to change depending on how long she is living here, and depending on how she has access to services, and depending on when and how she realizes that the services that she needs do not exist.

A counsellor in a program for immigrant women in a multiethnic agency:

Nobody ever “settles”, just like that. What happens is more dynamic, women come and they change the world around them, they change the society, at the same time as they are changing themselves. It is this strength that has to be freed, for immigrant women to do what we have to do, together.

An outreach counsellor in the multiethnic program of a mainstream agency:

I don't like the word, “settlement”. I don't ever use that word. I've never yet met a settled immigrant woman. It's a process that takes forever. What you can do, though, is you can help women to get enough information and support so that they have control of their own life [sic]. To me, empowerment is what is important. And what you do to get there is different for different women.

Many identified some common elements, which would indicate that an immigrant is progressing towards “economic, social and emotional balance” implied in the word settlement. According to them a “settled” immigrant would have (Estable and Meyer, 1989: 43):

- decision-making skills, self-confidence, empowerment
- knowledge and specific skills, including language
- development of strength, and recognition of that strength
- ability to make demands from the system, institutions, others around her
- economic viability, employment
- recognition of skills and education that she brings to the society
- emotional and social support from others
- ability to work with others to make necessary changes
- equality in society

Clearly, the length of time the settlement process takes for each immigrant is highly variable, depending on that individual's needs and the particular dynamics she encounters in the new environment.

Settlement as a two-way process

In the community perspective, settlement is not a one-way street, wherein the entire onus is on the individual immigrant to change, to surrender his or her beliefs and values in order to more easily be absorbed into the dominant culture. The goal is not the assimilation of newcomers. The goal of settlement is for every immigrant to have full freedom of choice regarding his or her level of participation in the society. If the immigrant wants to participate actively in the society, there are no systemic barriers preventing her from doing so, and there are mechanisms in place to positively facilitate this process.

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This means that the society also must change. It must form and reform in an ongoing process, as new groups enter and challenge the norms of the mainstream culture. This dialectic ultimately benefits everyone, since the needs of the society and of its immigrant populations are intertwined.

Figure 2 illustrates how the needs of immigrants, from their initial physical requirements to their long-term emotional needs, corresponds directly to a hierarchy of needs in the society.³

Figure 2 – Settlement as a two-way process

SOCIETY NEEDS...
a labour force
tenants/homeowners
skilled people
service users
stability/harmony
leadership
growth/diversity
contributions from its citizens
congruence with its principles
peace

IMMIGRANTS NEED...
jobs
housing
accreditation/training
health care/social services
security
opportunities to advance
growth
participation
equality/freedom
self-esteem/happiness

The Community-Based Settlement Sector

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The community-based immigrant settlement sector is composed of agencies whose mandate is to provide both diverse and specialized services to immigrants and refugees. These are not-for-profit agencies with volunteer Boards of Directors which:

- are rooted in the community they serve;
- allow for democratic and pluralistic participation of community representatives in decision-making;
- have mechanisms to ensure that immigrants participate at all levels of service delivery, management and governance;
- are autonomous organizations within a context of accountability to the funding sources, service recipients and the community at large; and have shared values and a high degree of interaction and co-operation with other community-based organizations.

These organizations provide a wide range of culturally appropriate essential services to assist a diverse population of immigrants and refugees in the process of settlement and integration. In response to the unique realities and changing needs of communities, volunteers and staff at these agencies have developed unique, culturally sensitive and professional programs. Many of these programs are not available from the larger public service institutions. Some have provided models for these institutions and others have helped these institutions make their services accessible.

The work of the community organizations is fundamentally about breaking down barriers which often prevent immigrants from reaching their full potential as participants and contributors to Canada's prosperity and growth.

Principles and Values for the Sector

A strong foundation of principles and values is essential to guide the work of the agencies.

Principles:

- Immigrants and refugees have the right to access settlement and social services irrespective of immigration status.
- Immigrants and refugees have the right to fully participate in the social, economic, political and cultural life of Canadian society.
- Immigrants and refugees are vital to our economy.
- Community-based immigrant settlement services are an integral part of the social services system.
- The range of what constitutes immigrant settlement services is not circumscribed or defined by the funding sources.
- Community development and education, and advocacy are essential components for the success of individual services and programs.

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- The commitment to anti-racism and anti-discrimination action is expressed in the policies and programs of the sector.
- The strength and benefits of a culturally diverse society are recognized and appreciated.

Intrinsic Values for the Sector

- **Social justice, equality and equity**

We believe that every immigrant and refugee is entitled to equal access and opportunities to fully participate in the social, economic, political and cultural life of society. We trust that the anti-racist approach of the sector and the spirit of equality established by the Canadian Charter of Rights and Freedoms as public policy can strengthen our resolve to eliminate barriers to equity which face immigrants and refugees.

- **Accountability**

As publicly-funded organizations, we are committed to using our funds as efficiently and effectively as possible, and to being open to client and public scrutiny.

- **Excellence**

The programs, services, management and governance of the sector endeavour to achieve the highest possible standards to meet the needs and expectations of the immigrant and refugee communities.

- **Diversity**

We respect differences among people and believe that every immigrant and refugee offers unique and irreplaceable contributions to our society.

- **Partnership and collaboration**

We believe in partnership and co-operative working relationships with other community organizations and groups with similar interest and shared values that build on the strengths of each other.

- **Innovation and creativity**

We encourage innovative ideas and creative approaches that are responsive to the changing needs and expectations of the community and the overall environment, which take into account new resources such as access to technology.

After the training discuss the sections on Principles and Values for the Sector with an experienced settlement practitioner from your agency. How does your agency reflect these principles and values in the programs that are provided?

Defining Settlement Group Exercise

1. Write down a description of your ideas about the settlement of an immigrant or a refugee in Canada.

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2. What are the experiences of the individual?
3. What assistance is required?
4. When would you say that a person is 'finished' the settlement process?

Source: http://atwork.settlement.org/downloads/atwork/Training_Guide_CHAPTER_1.pdf

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APPENDIX 7: Workshop 7 Supplementary Material

Brief Overview of the History of Canada's citizenship policies and laws

In many countries formed by revolution or some act of independence the preponderance of constitutional law is contained in a single document, usually referred to as "the constitution". In Canada's case, however, the country was formed by an act of the Parliament of Great Britain; consequently, it does not have a "constitution" per se. The closest thing to a constitutional document would be the **British North America Act, 1867**, by which the British colonial provinces of Canada (Upper and Lower), Nova Scotia and New Brunswick were united to create the Dominion of Canada.

Even so, although there is no single "constitution" in Canadian law, **the Constitution Act, 1982**, which is Schedule "B" to the Canada Act, 1982 -- by which Canada's constitution was finally patriated from Great Britain -- contains a definition of the constitution. Section 52 of the Act declares the Constitution of Canada to be the supreme law of Canada and states that it includes an itemized list of some 30 acts and orders enumerated in an attached schedule.

Confederation of the provinces into the Dominion of Canada did not involve any break with the Imperial government. The new country was still part of the British Empire, governed by authority appointed by the monarch on the advice of the British Colonial Secretary at Westminster.

The Constitution sets out the basic principles of democratic government in Canada. It also defines the powers of the **three branches of government: the executive, the legislative and the judicial**.

The Constitution defines a federal system of government for Canada. This means that the authority or "jurisdiction" to make laws is divided between the Parliament of Canada and the provincial legislatures. Parliament can make laws for the whole of Canada with respect to matters assigned to it by the Constitution. A provincial legislature, likewise, can make laws that come within the subject matter over which it has been assigned jurisdiction. But these laws are only effective within the province's borders.

The Canadian Constitution gives the provinces authority to make laws concerning such matters as education, property, the administration of justice, hospitals, municipalities and other matters of a local and private nature within the provinces.

The federal Parliament deals, for the most part, with issues concerning Canada as a whole, such as trade between provinces, national defence, criminal law, money, patents and the postal service.

There are also local or municipal governments. They are created under provincial laws and can make by-laws dealing with a variety of local matters, such as parking regulations and the issuance of construction permits.

The Canadian Charter of Rights and Freedoms

In Canada, protection of the individual's rights and freedoms is a subject of both federal and provincial jurisdiction. The territorial governments also may legislate to protect human rights, since the federal government has delegated to them the powers to do so.

The Canadian Bill of Rights, which was passed in 1960, was the first federal legislative enactment to specifically set out fundamental human rights for Canadians. **The Canadian Human Rights Act**

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(CHRA), which was first enacted in 1977, also protects human rights, particularly in the areas of employment, the provision of accommodation, and commercial premises. Unlike the Bill of Rights, the CHRA applies not only to the federal government but also to the private sector.

All provinces and territories also have human rights legislation that prohibits discrimination on various grounds with regard to employment matters and the provision of goods, services and facilities. The protection provided by all of the above-mentioned legislation is limited. Because the Bill of Rights, the CHRA, and all provincial human rights codes are only statutes, they are always subject to repeal. It was not until the advent of the Canadian Charter of Rights and Freedoms that human rights in Canada were expressly protected in the Constitution.

The Charter constitutionally protects certain fundamental freedoms that custom and law over the years had made almost universal in our country. Everyone in Canada has a right to practice any religion or no religion at all. We are free to speak our minds, to gather peacefully into groups and to associate with whomever we wish, as long as we do not infringe the legal and constitutional rights of others.

The tradition of democratic rights in Canada is specifically guaranteed by the Charter. This means that Canadian citizens have a constitutional right to vote in elections for members of Parliament and provincial legislatures, and to seek election themselves. The Charter also provides that Parliament and the provincial legislatures must sit at least once a year. This ensures that our governments perform the work for which they were elected, and also that they will have to answer questions and explain themselves in public; they cannot govern in secret.

Canadian citizens have the right to enter, remain in or leave the country. Citizens and permanent residents have the constitutional right to live or seek work anywhere in Canada. This includes the right to live in one province and work in another. Further, the Charter prevents provinces from distinguishing between residents and newcomers. For example, if a person is a qualified professional in a province, such as an accountant or a teacher, that province cannot prevent him or her from working there because that person resides elsewhere in the country. However, this does not prevent a province from making residency a requirement for certain social and welfare benefits, nor does it prevent the application of other laws or practices of general application in force in the province that do not discriminate.

The Charter requires government to act in accordance with specified rights and freedoms. These rights are designed to protect the individual and to ensure fairness during legal proceedings, particularly in criminal cases. In Canada, everyone has a right to life, liberty and security of the person, and cannot be deprived of these rights except in accordance with fundamental justice. Canadians are protected against unreasonable searches and seizures; even where a search or seizure is authorized by law, the police cannot use excessive force in carrying it out. We are also protected against being detained or arrested arbitrarily. In other words, a police officer must have a reasonable suspicion that we have committed a crime before detaining us.

Everyone also has the right not to be subjected to any cruel and unusual punishment. Any witness at trial has the right to the assistance of an interpreter if he or she does not understand the language or is deaf.

Under the Charter, every individual, regardless of race, religion, national or ethnic origin, colour, sex or age, as well as one who is physically or mentally disabled, is equal before and under the law and

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enjoys equal protection and benefit of the law. This means that laws and government programs, such as pension plans, must not be discriminatory.

The Charter recognizes English and French as Canada's official languages, as well as the official languages of New Brunswick. Both languages have equal status and equal rights and privileges as to their use in the institutions of the Parliament and Government of Canada, and the Legislature and Government of New Brunswick.

It would be wrong to think that the Charter embodies all our rights as Canadians; rather, the Charter only guarantees a basic minimum set of rights. We all have other rights that derive from federal, provincial, international and common law. And, of course, Parliament or a provincial legislature can always add to our rights.

The Constitution affirms that we are a multicultural country and that Charter rights must be interpreted consistently with this ideal.

Source: http://www.oas.org/JURIDICO/mla/en/can/en_can_mla_sources.html

Canadian Bill of Rights

Background

In order to obtain religious freedom the Jehovah's Witnesses popularized the idea of a Canadian Bill of Rights and established numerous libertarian precedents before Canada's highest courts Human rights (Human rights refer to the "basic rights and freedom to which all humans are entitled." Examples of rights and freedoms which have come to be commonly thought of as human rights include civil and political rights, such as the right to life and liberty, freedom of speech, and equality before the law; and social, cultural and economic rights).

In 1949, the Jehovah's Witnesses launched a national campaign for the enactment of a Bill of Rights. On June 9, 1947, they presented a petition to Parliament with 625,510 signatures. John Diefenbaker, who later became Canada's Prime Minister (1957-1963), became an advocate of the Canadian Bill of Rights.

In 1960, as Prime Minister, Diefenbaker introduced the Canadian Bill of Rights, the precursor of the Canadian Charter of Rights and Freedoms.

Ever since its passing, Canadians wanted a Universal Declaration of Human Rights put into practice. Many called for a bill of rights to be added to the British North America Act, 1867, but all attempts to agree on amending the Act end in failure. Complications over jurisdiction concerning property, language, criminal law, and religion made reaching a consensus difficult. Frustrated by this squabbling, Prime Minister John Diefenbaker's government unilaterally adopts the Canadian Bill of Rights.

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The Bill recognizes the following freedoms:

"It is hereby recognized and declared that in Canada there have existed and shall continue to exist without discrimination by reason of race, national origin, colour, religion or sex, the following human rights and fundamental freedoms, namely:

1. The right of the individual to life, liberty, security of the person and enjoyment of property, and the right not to be deprived thereof except by due process of law;
2. The right of the individual to equality before the law and the protection of the law;
3. Freedom of religion;
4. Freedom of speech;
5. Freedom of assembly and association;
6. Freedom of the press."

It also states that no law - unless it expressly says so - shall be interpreted or applied in a way that violates the rights recognized by the Bill.

The Canadian Bill of Rights did have its shortcomings:

First, it does not apply to provincial laws since it's not in the Constitution.

Secondly, the courts never really take it seriously. Judges find that it only applies to existing rights, and so they are hesitant to use the Bill to expand rights or strike down any laws. Again, because it is not part of the Constitution, it does not necessarily override other existing laws.

Although the purpose of Canadian Bill of Rights is noble, its effectiveness proved to be limited.

The Parliament of Canada, affirming that the Canadian Nation is founded upon principles that acknowledge the supremacy of God, the dignity and worth of the human person and the position of the family in a society of free men and free institutions;

Affirming also that men and institutions remain free only when freedom is founded upon respect for moral and spiritual values and the rule of law;

Source: <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCESubjects&Params=A1>

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Immigration Act 1976.

Since 1869, Canada has had an Immigration Act meant to encourage certain kinds of settlers to the country, while keeping out those who are criminals and security threats or those that have particularly contagious, fatal diseases. The criteria affect those allowed in has changed over time depending on economic and political factors. The federal government also placed limits on certain ethnic and religious groups early in the twentieth century.

A new Immigration Act in 1976 revised the "tap on-tap off" principle devised after the Second World War, where immigration was to be increased in times when the economy needed workers and decreased in economic downturns. Policy focused on individuals who might stimulate economic activity, entrepreneurs and investors. The government also began setting immigration quotas first in reference to immediate labour needs, later in a largely unprecedented attempt to manage the nation's long term population. Few aspects of immigration policies failed to stir controversy.

The economic downturn changed public opinion about immigration. The years after 1970 also brought immigrant societies, ethnic groups, religious organizations, and refugee aid societies into prominence as lobbyists urging the government to adopt a more humane approach to immigration and to weigh economic considerations against Canada's obligation to reunify immigrant families and help refugees. Their role was especially critical following the release of a Green Paper, issued in 1974 by the Department of Manpower and Immigration, which began one of the more intensive immigration debates of the post-war period. The Green Paper claimed that urban immigrants were partly responsible for many of Canada's new economic and social problems. In spite of counter testimony by ethnic organizations and labour councils, public opinion had obviously hardened against immigrants.

The 1976 Immigration Act attempted to respond to these competing claims. It respected the right of immigrants to uniform and fair treatment at the hands of government officials and began a more generous policy towards refugees. It also included provisions for immigrants to seek legal counsel and gave provinces the right to enter into immigration questions, traditionally a federal power. Notably, the act led to negotiations with the provinces that resulted in shared responsibilities in immigration recruitment and education and, in the case of Quebec, the power to accept or reject through a separate points system independent immigrants who might enter the province.

Reflecting the high levels of unemployment, the act required immigration officials to set quotas. In theory, the numbers of "independent" immigrants would now match labour market needs at home, but the act also allowed an increase in refugees and family applicants who would not be subject the point system. Independent immigrants admitted under the Points System began, by 1978, to be outnumbered by refugees and reunited family members, a trend that sparked further debate about whether immigration should benefit the Canadian economy.

Source: http://www.canadianhistory.ca/iv/perspective/perspective19_1.html

Under the 1976 Immigration Act Canadian citizens have the absolute right to enter and live in Canada. This right also pertains to natives under the Indian Act whether or not they are citizens. Permanent residents and Convention Refugees who are allowed certain rights in Canada are also subject to certain restrictions. Only Canadian citizens are eligible to obtain Canadian passports, although permanent residents may be granted a travel document. Many Canadian professional associations, e.g., law societies and medical associations, require practitioners of their profession to be citizens.

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In many ways the 1976 Immigration Act and its subsequent regulations significantly set the directions of current immigration policy and practice. Unlike previous Act's the 1976 legislation sets out the principles and objectives of Canadian immigration policy. These included:

- * attainment of Canada's demographic goals
- * promoting family reunion
- * upholding Canada's humanitarian tradition by welcoming refugees
- * fostering the development of a strong economy

The Act also recognized that immigration is a concurrent power and required the Federal Government to consult with provinces (as well as relevant stakeholders). It also required that the Federal government plan future immigration levels. As a result, each year the Federal government tables An Annual Report to Parliament on Immigration Levels.

It is through the provisions of the 1976 Act that immigration categories were explicitly outlined. Each category would be governed by a different set of selection criteria. These were identified as follows.

* Family: These people are exempt from points-based criteria but must pass security and medical screening. Under this provision, a sponsor in Canada had to demonstrate sufficient means to care for an individual up to a period of ten years. At this time, family class included "spouses, fiancé(e); unmarried children under twenty-one; aged (over sixty) or disabled parents; orphaned sisters, brothers, nieces, nephews.

* Humanitarian: For the first time the 1976 Act recognized the category of refugee as distinct from other categories of entry. Prior to this, refugee determination was ad hoc or determined by the executive. The Act listed the ground upon which a refugee could settle in Canada. It also established the Refugee Status Advisory Committee whose purpose was to make refugee determination for those individuals making claims within Canada and to safeguard against arbitrary deportation (Knowles 1997: 170).

* Independent Class (now called skilled worker class;): This category consisted of those applicants who were applying to Canada on the basis of their individual attributes. The Points model was used as the selection system. In cases where the individual was married, he/she was designated the 'Principal Applicant' and family members (spouse and dependent children – if any) entered as accompanying spouses and dependants or under the provisions of the Family Class. In other words the Points System was not applied to accompanying spouses and children.

The Immigration Act (1976) was amended numerous times, throughout the 1980s and 1990s. In the early 1990s, Jean Chretien's Liberal government began a fundamental overhaul of Canada's immigration policies. There was an attempt to change the composition of immigration intake away from the family class and toward independent applicants who are selected under the points system. Additionally, the administration introduced new cost recovery measures. In 1995 the government introduced the Right of Landing Fee (ROLF). This fee, which is often referred to as a head tax, required all adult immigrants to pay \$975 dollars upon entry to Canada. This fee was in addition to other processing fees.

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In 2000, the Federal Government introduced the first new immigration act since 1976. **The Immigration and Refugee Protection Act** was proclaimed into law in 2001 and was implemented in 2002. Under its provisions, the Points-based selection model is retained for skilled principal applicants (i.e. not refugees), and assessment is determined on the basis of education, official language ability, work experience age and arranged employment in Canada. The emphasis is on selecting individuals with transferable skills as opposed to specific occupational criteria.

Source: <http://www.genderwork.ca/cms/displayarticle.php?sid=14&aid=58>

Canadian Multicultural Act 1971

The Canadian Multiculturalism Act helps to preserve and promote multiculturalism in Canada. Some of its most important points are summarized below.

The Government of Canada will:

- a) Recognize and promote the understanding that multiculturalism (cultural and racial diversity) describes Canadian society and acknowledges the freedom of all Canadians to preserve, enhance and share their cultural heritage.
- b) Recognize and promote the understanding that multiculturalism is an important characteristic of Canadian heritage and identity and that it is important to Canada's future.
- c) Promote the equal participation of individuals and communities of all cultural backgrounds in the shaping of Canadian society.
- d) Recognize the communities whose members share a common cultural background and their historic contribution to Canadian society and help them develop.
- e) Make sure that all individuals receive equal treatment and equal protection under the law, while respecting and valuing their diversity.
- f) Encourage and help the social, cultural, economic and political institutions of Canada to be respectful of Canada's multicultural character.
- g) Promote the understanding and creativity that come from the individuals and communities of different cultural backgrounds (or origins) living together
- h) Encourage the recognition and appreciation of the different cultures of Canadian society.
- i) Preserve and encourage the use of languages other than English and French, while strengthening the status and use of the official languages of Canada.
- j) Promote multiculturalism throughout Canada while following the national commitment to the official languages of Canada.

All federal departments and organizations will:

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- a) Make sure that Canadians of all origins have an equal opportunity for employment and advancement.
- b) Promote policies, programs and practices that help individuals and communities of all origins help develop Canada.
- c) Promote policies, programs and practices that help people understand and respect the diversity of Canadians.
- d) Collect statistics to help the development of policies, programs and practices that reflect the multicultural reality of Canada.
- e) Make use of the language skills and cultural understanding of individuals of all origins.
- f) Generally work in a way that is sensitive and responsive to multiculturalism in Canada.

Source: Knowledge and Employability Studio Social Studies Social Studies Background and Tools Alberta Education, June 2006 (www.LearnAlberta.ca)

The Concept of Multiculturalism:

The term multiculturalism has different meanings and evokes a variety of attitudes and emotions. Multiculturalism may be interpreted as a celebration of cultural diversity or a description of the actual cultural diversity of a population. Multiculturalism as a celebration of diversity and as a fact is characteristic of many countries, including Australia, the United Kingdom, and the United States. Multiculturalism may also be interpreted as a national ideology and a state policy, a stance unique to Canada (Kazarian, 2001, p. 27). Canada is the first nation to enshrine a multiculturalism policy in its constitution (Kazarian, 2001, p. 26).

Diversity refers to the variety of human qualities among different people and groups. Diversity has two dimensions: primary and secondary. Primary dimensions include age, ethnicity, gender, physical abilities and qualities, race, and sexual orientation. Secondary dimensions include educational background, geographic location, income, marital status, parental status, religious beliefs, and work experience. Secondary dimensions are assumed to be alterable (Kazarian, 2001, p. 4).

Canada is caught on the horns of a dilemma in terms of diversity issues. On the one hand, Canadians live in a rights-based culture that suggests all citizens should be treated equally under civil law, and that no one will receive any unearned benefits from the state or society because of identity. This is the rule of law upon which Canada was founded.

On the other hand, Canada the nation, and the dominant ideas of what the nation is and who belongs in it, is determined by historical and cultural factors that are inconsistent with the fundamental equality of rights culture.

The tension between these two positions can be understood in the context of formal and informal multiculturalism. Formal multiculturalism was inaugurated as a policy of the federal government by Prime Minister Trudeau in 1971. The policy was formalized into a legal and bureaucratic structure under the Canadian Multiculturalism Act of 1988, and further protections for minorities are enshrined in

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s. 15 of the Canadian Charter of Rights and Freedoms. These formal policies and laws are put in place to address the needs of new Canadians and disadvantaged groups. However, as a liberal democratic and rights-based political community, the Canadian government had to interpret multiculturalism as a policy from the perspective of universal rights.

This meant that these policies treated all cultures and individuals on the assumption that everyone was fundamentally equal; thus, the formal policy of multiculturalism could not, and did not, address the problem of fundamental inequalities and discrimination in Canadian society.

Informal multiculturalism, on the other hand, refers to the popular ideas and the cultural factors that determine people's attitudes toward diversity. Informal multiculturalism takes social diversity in Canada as a given—as a well-known social fact—and suggests that explanations for the relative lack of success of people from disadvantaged groups can be explained by the persistence of discriminatory and stereotypical attitudes rather than by the failings of particular formalized policies. It follows, then, that the persistence of popular discriminatory and stereotypical attitudes has to be examined, as do the ways in which the imbalances of power between minority and majority populations work themselves out in daily life (Baxter, 2003).

Activity #1: Canadian Policies and Laws on Citizenship

- What human rights protection does Canada offer?
- Do you think the immigration policy is consistent with the Bill of Rights?

Activity #2: Multiculturalism

- What does multiculturalism and diversity mean to you?
- Examine the following quotation. Do you feel that acceptance and respect for diverse cultures have to be legislated? With increasing immigration, would this respect and acceptance not follow naturally as diversity became more common? Give reasons for your answer.

“Canada’s approach to diversity is based on the belief that the common good is best served when everyone is accepted and respected for who they are, and that ultimately makes for a resilient, more harmonious and more creative society” (Canadian Heritage, 2001).

Present your findings to the larger group

Sources:

Baxter, P. (2003). A portrait of Canadian diversity. Barrie, ON: Georgian College.

Kazarian, S. (2001). Diversity issues in law enforcement (2nd ed.). Toronto: Emond Montgomery.

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APPENDIX 8: Workshop 8 Supplementary Material

Develop and organizing a volunteer program

How to develop and organize a volunteer program

Volunteers are a great resource for your organization. Proper management of volunteers will ensure that this valuable asset is used effectively in your programs and services.

What is the role of the manager of volunteers?

The Manager of Volunteers is the person responsible for involving volunteers in your organization. In large organizations this may be a paid position. In smaller grassroots organizations, this may be a volunteer role. The Manager of Volunteers is responsible for ensuring that volunteers are involved effectively in assisting the organization in meeting its mandate, and that sound volunteer management practices are in place.

What is the volunteer management cycle?

The volunteer management cycle (see diagram 1) provides a framework for managing volunteers. The volunteer management cycle is a process that is continually monitored and revised as required. Volunteer Management encompasses the following:

- Planning for your volunteer program
- Designing Volunteer Roles
- Recruiting for Volunteer Roles
- Screening and Intake of Volunteers
- Orientation and Training of Volunteers
- Supervising & Evaluating Volunteers
- Recognizing Volunteers

Volunteer Management also includes policies & procedures for your program, risk management strategies and an understanding of voluntary sector trends.

How do you plan for a volunteer program?

Having a plan in place for your volunteer program and the involvement of volunteers is important as it sets a clear path for volunteers to help achieve the mandate of your organization.

Planning is an analysis of both the past and the future. It is important to be aware of the history of the volunteer program in your organization and also be able to anticipate its future needs.

Consider the following:

- How do the goals of your volunteer program relate to the mandate of your organization?
In what ways is your volunteer program contributing to the mandate? In what ways could it contribute differently or more effectively?
- Do you have a formal volunteer program? What things have been successful?
- What things have not been successful and need improvement?
- How does your organization currently involve volunteers?
- What roles do they play?
- What changes can you make in order to involve volunteers more effectively in your organization?

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- What trends are happening in the community or nationally that affect how volunteers are involved in your organization?
- Have you made adaptations to involve volunteers based on what is happening in the sector? How do people perceive your organization?
- Are volunteers welcomed, and recognized for their efforts and involvement?
- Do you have adequate resources (human and financial) to support the involvement of volunteers? Do you have adequate resources to expand your volunteer program?

How do you design volunteer roles?

Role design is taking various tasks that need to be completed and combining them into roles.

Consider the following:

- The mission, vision and goals of your organization and the goals of your volunteer program. Ensure that the roles you are designing contribute to the mandate of your organization.
- Needs of staff and volunteers should be considered when designing roles. Involve staff from your organization when planning and designing roles for volunteers. Also ask: "What could a volunteer bring to our current work team that would benefit the team, the volunteer and the organization?"
- What would motivate someone to fill the role you are designing?
- Consider the climate of your organization. Look at where and how volunteers currently participate in your organization, what types of positions are working well and which ones need revision. Consideration should also be given to how volunteer involvement is accepted and valued in your organization.
- The trends that are happening in the sector should be considered.
- The level of risk associated with the position need to be determined. Decisions regarding whether your organization can find ways to minimize the risk or assume it need to be made.

Once roles are designed, develop a **position description**. A good position description should have the following components:

1. Role title
2. Purpose of the role
3. Duties and responsibilities
4. Time requirements
5. Skills and qualifications
6. Orientation and training
7. Supervision
8. Other details that may be relevant to the position

How do you recruit for volunteer opportunities?

Recruitment is the process of matching an organization's needs with a volunteer's interests and skills. You want to promote your volunteer opportunities to potential volunteers and match their skills to the needs of your organization. A recruitment plan is a very important part of your volunteer program. Questions to ask when building a recruitment strategy include:

- What outcomes do I hope to achieve through the recruitment of new volunteers?

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- What type of person will be the best match for this position?
- Where could I find this person?
- What factors would influence a person's choice to fill this position? (time, interests, location, others)
- How could I make this volunteer position attractive?
- What is the best way for me to reach potential volunteers?
- What recruitment message will best grab their attention?

Organizations need also to ensure that they are recruiting from a diverse volunteer base. You may be missing the opportunity to involve people into your organization by limiting who you are targeting. Recruitment materials should be written in plain and inclusive language that is distributed through a diverse media.

How do you handle intake and screening of your volunteers?

Intake and screening is a series of steps that ensures an interested person is the best fit for the volunteer position. Intake involves some or all of the following, depending on the level of risk associated with a position:

Application forms: The application form provides the first piece of documentation for individuals who have expressed an interest in becoming a volunteer in your organization. An application form should include:

- Identification: name, address, phone, email
- Qualifications: skills, education, training, license required etc.
- Availability: day of work, time of day, etc.
- Referred working conditions or limits
- Reason/motivation for volunteering
- Work/volunteer history
- References

Interviews: The interview offers further insight as to whether a potential volunteer is a good fit for your organization and the volunteer position available. Some tips to consider when interviewing:

- Consider different formats (one to one, panel, group, telephone, etc.)
- Determine in advance what you are looking for and prepare a series of questions that are primarily open and behaviour based
- Don't ask anything that is not directly related to the requirements of the position, that is inappropriate, or against human rights legislation (i.e. birthplace, age, religious background, etc.)

Reference checks: Reference checks will provide other people's perspectives as to whether a potential volunteer is a good fit for your organization and the volunteer position. Determine in advance how many references you would like to check. Prepare questions to ask that will help you decide if the potential volunteer has the skills and qualifications for the position.

Other checks: Depending on the level of risk associated with the position, you may want to perform other types of checks. These should be based on the requirements of the position and could include: police record checks, child welfare checks, and drivers' abstracts. A word of caution, never rely solely

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on a police record check to screen inappropriate people out of your organization. Police record checks can be useful, but will only tell you if someone has a record.

How do you orient and train volunteers?

Orientation is the process that makes a volunteer feel welcome into the organization. A good orientation should provide the volunteer with:

- A sense of belonging and connection to the organization.
- An overview of what is expected within the role and what their responsibilities are.
- An understanding of how they fit into the “big picture” of the organization and how their involvement and contributions help the organization achieve its mandate.

Training ensures that the volunteers have the skills and knowledge to perform their roles. When developing a training strategy consider the following questions:

- What is it that I want the volunteer to learn? What skills do I need to provide them with in order that they can properly do their role?
- What methods of training should I consider using? (May vary depending on the skills you are training for). Methods could include: workshop sessions of varying lengths, manuals, one-on-one demonstrations, coaching or mentoring, job shadowing, videos or a walk through.
- How much time should I allow for training? Are there additional resources that I may need?
- Who would be the best person to provide the training?

How do you supervise and evaluate volunteers?

Supervision is about managing the performance of your volunteers, and providing them with support and direction. Effective supervision involves:

- Basing the level of supervision on the requirements of the position.
- Ensuring a volunteer has an assigned supervisor.
- Reflecting a caring attitude.
- Being accessible and approachable.
- Being consistent in your supervisory approach.
- Ensuring volunteers have position descriptions, an orientation to the organization, training for the position and regular feedback.
- Being prepared to take corrective action or managing problems associated with volunteer performance.
- Expressing appreciation for the work the volunteer is doing.

Evaluation measures volunteer involvement against the goals and objectives set for the position, and provides performance feedback and verbal recognition. Evaluation is an opportunity to set future goals and objectives; ensuring the involvement of the volunteer continues to fulfill the mandate of the position and the organization. The evaluation process should also provide opportunity for volunteers to express feedback regarding how they feel they are contributing to the organization and any suggestions they may have for improvement or changes.

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How do you recognize and retain volunteers?

Recognition is acknowledging the efforts of volunteers. Recognition can take on many forms, from formal galas to a simple timely thank you! One of the best forms of recognition you can provide to your volunteers is a solid volunteer program. This communicates to volunteers that they are an important and integral part of the organization.

Recognition programs that typically work are those which:

- Have rewards that are based on the individual volunteer as a unique person and which address their individual motivation.
- Are based on individual jobs or tasks.
- Are consistent in their delivery.
- Recognize both long term involvement and special contributions.
- Have rewards that can be shared by a team of volunteers or the entire organization.

What is risk management?

Risk Management is an ongoing process that should be built into the entire Volunteer Management Cycle. Risk is any uncertainty that may have negative consequences to an individual, staff person, volunteer or the organization. Risk Management is about identifying what the potential risks may be and working to reduce, modify or assume the risk involved.

What about policies and procedures?

Policies and Procedures should be in place to support your volunteer program. Policies and procedures provide:

- A framework for how your organization involves volunteers.
- Risk management.
- Consistency, eliminating guesswork in decision making.
- Guidance for making difficult decisions and support to justify the decision.

Enhancing participants skills in coping with volunteer burnout

Preventing Volunteer Burn-out

Volunteers leave for all sorts of reasons. They want to move on to new projects. Their schedules get tighter. They move. They have new responsibilities in another part of their lives.

If a volunteer leaves because he (or she) has burned out, it's more than a retention problem. The toll on the volunteer can be as great as on-the-job burnout as he deals with guilt, self-doubt, and disillusionment. Most people find it harder to blame a charity for their emotional exhaustion while they might readily blame their company or boss. Volunteers simply don't get tired of doing good, right?

Sometimes the burnout arises from poor self-management by the volunteer. He has unrealistic expectations for himself and what he can accomplish. He may have overestimated the amount of time he had to offer. He may have been pressured to volunteer and is not there for his own reasons. He may not feel free to make his personal needs or concerns known.

On the other hand, you and your organization may have set him up to fail with your own unrealistic expectations or lack of support, or by manipulating him or ignoring his needs. If this is the case, then the volunteer who leaves because of burnout will be followed by others.

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In either case, there are steps you can take to help him avoid burning out, leaving and feeling terrible about it.

- Know your volunteers. Make sure you understand today's volunteers and are not operating with 19th century precepts. Volunteers in 2009 are not into self-sacrifice, even if they think they are. They volunteer for reasons of their own, the foremost of which is wanting to be "part of the solution" to a community problem.
- Make it real. Design volunteer positions that contribute directly to your organization's mission. Steer staff away from creating "grunt work" volunteer positions. These may motivate paid staff to support your program, but it will ultimately lose you the support of volunteers.
- Make success achievable. Everyone wants to succeed. Design projects that have clear benchmarks. Give them the tools and training they need.
- Keep communication lines open. This means more than simply being available. It means listening. It means caring about your volunteers' ideas and feelings and not manipulating them or blowing them off.
- Make sure they know you will take "no" for an answer. Then, they will feel more comfortable continuing to volunteer, knowing they can speak up if they are feeling overextended or overwhelmed.
- Make sure the work environment isn't taxing. Provide enough space to work. Keep chaos and stress to a minimum, if at all possible. Keep it organized and clean. Use colour to keep it interesting. Make it accessible. Supply their physical needs: chairs, food, coffee, comfortable temperatures, restrooms, etc.
- Provide services to help with emotional overload. Many programs address very difficult social issues. It's not hard to become discouraged or depressed. Arrange counselling for volunteers who experience emotional burnout or grief.
- Acknowledge their work. A once-a-year banquet isn't going to do it. Each individual volunteer needs to hear from you regarding what impact their donation of time and talent is accomplishing.
- Be prepared to make changes. The Arnot Medical Services Self-care¹ web site recommends, "Changes in both you and your environment can help prevent burnout. Analyse the situation. You may have more ability to change your environment than you think. Then take positive action if possible. For example, if lack of appreciation on the job is damaging morale, coworkers can make a group effort to complement one another on their accomplishments."

Source: This support material was prepared by the facilitator.

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