COMMUNITY RESEARCH PROJECT

Identifying Factors That Enhance Community Leadership:
A Capacity Building Research Initiative

By

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EXECUTIVE SUMMARY

'One way to think about it (community leadership) is that the community is a big house and if you want to be a leader, you gotta help us so you gotta step up and you know, guide the community or help the community in any way you can' (Community member, 2012)

Background: Key to the growth of communities is the quality and the sustainability of a community leader. Thus, it is important to create opportunities to foster leadership within communities. However, how to develop and support community leaders to nurture the growth of communities can be a complex process.

Purpose: A community-based research study was undertaken to examine how to develop and support community leadership, enhance communities' capacities and strengthen intercultural partnership across ethno-cultural groups in Edmonton. To explore these questions, a series of in-depth interviews and focus groups were undertaken with community members, leaders & animators, funders and partners. This study was conducted by the Community Research Advisory Committee (CRAC) of the Edmonton Multicultural Coalition.

Key findings. Findings from the individual and group interviews illuminated how community leaders are defined and supported within and outside of their ethno-cultural communities. First, a community leadership can be defined by a variety of different qualities (e.g. being committed to the community and being a visionary) and roles that need to be undertaken in working with communities. Second, while community leaders can be role models within a community, the selection process may or may not be based on a criterion (e.g. age and expertise on issue). In nurturing leaders, participants highlighted the importance of creating multiple supports (e.g. educational and financial), using different leadership approaches and developing stronger connections i) between the community leader and the community group, ii) between different ethno-cultural communities, iii) between ethno-cultural groups and service providers and iv) between ethno-cultural groups and funders.

Key recommendations. A community leader remains integral to the communities' growth as they can help to identify and resolve issues and build relationships within the community. However, a leader is as important as the community members that he/she serves, the service providers and the funders that help support their development. Hence, in the pursuit of nurturing community leaders, the following recommendations were offered by participants:

- Provide educational, financial and mentoring resources to develop community leaders
- Build better relations within each community
- Build better relations with other community groups, service providers and funders

What is community leadership? Examining past studies

How are communities organized? In every community, there are forms of social organization – a network of relationships in a group and how they interact and connect with each. The basis by which these relationships are formed is influenced by cultural norms within that group. When there is social organization, leaders emerged and their roles and actions are largely defined by the cultural context. Cultural context refers to a social environment that is influenced by a set of values, beliefs and practices that is shared by a group of people and differentiates them from another. One such set of values includes how people in a particular community group assign or choose a leader, how relationships between leaders and members are formed and expressed as well as how expectations from leaders are defined.

Defining leadership. In a multicultural society such as Canada, how leadership is understood and practiced differs from the host society and immigrant communities who bring their culturally-based ways of organizing socially: ways that include leadership practices. There have been numerous studies of understanding leadership from a cross-cultural perspective and those studies invite multiple perspectives on and about leadership. One of the important studies is the one often cited as GLOBE Research Program which has examined the relationship between societal culture, organizational culture and organizational leadership (House, Javidan, Hanges & Dorfman, 2002). The GLOBE project identified six cultural dimensions found to explain leadership and leadership practice in 61 cultures; these cultural dimensions are rooted in Hofstede's (1981) and Hofstede and Hofstede's (2005) work on value dimensions that can describe and understand a culture. Despite the variety of these dimensions, this literature review will focus on those that are relevant to community leadership. The other cultural dimensions have been used to describe organizational culture from a business management perspective. According to GLOBE research, there are two important values—collectivism, individualism— and power distance that could directly influenced leadership.

Individualism. According to Hofstede (1981), societies can be described as individualist or collectivist. Individualist cultures pertain to societies in which the ties between individuals are loose and have strong values of independence and autonomy (Hofstede & Hofstede, 2005). This implies that leaders in individualist societies have to earn their leadership position on their own by acquiring a set of knowledge and skills or being democratically elected by their constituents. Leadership is not a permanent position and there are explicit rules that determine how leaders are chosen and selected. Leaders are expected to separate tasks from personal relationships.

Collectivism. In collectivist societies, people from birth onward are integrated into strong, cohesive in-groups, which throughout people's lives continue to flourish into a network of relationships that create a **web of obligation and indebtedness.** Obligations is a responsibility of the group and passed down to succeeding generations. In being obligated to a group, the leader receives unquestionable loyalty from its members. Leaders in collectivist societies are

embedded in these relationships and reciprocal obligation. It is not uncommon in collectivist societies to accommodate personal favours as this is all part of being in this web of relationships. Expectation of leadership is more than just being able to perform the tasks set out and more about how relationships are kept over a period of time.

Power distance. Power distance defined as the extent to which the less powerful members of institutions and organizations within a society <u>expect and accept</u> that power is distributed unequally (Hofstede & Hofstede, 2005). Power distance implies that society is inherently unequal in terms of how one group is inherently more powerful over another. A society is said to be high in power distance when there are explicit roles and norms of the powerful and the less powerful. In this way, leadership is an ascribed status – one can belong to a particular lineage which has a societal right to be a leader. Likewise, there are certain professions that are considered a respectable work i.e. doctors, teachers etc. and have therefore earned their right to leadership. Loyalty is highly valued and is expected in leader-member relationship.

Incorporating all the dimensions. Hofstede's value dimensions have influenced the numerous cross-cultural studies on leadership. For example, perceptions of right and wrong, most often associated with concepts of ethical leadership, use Hofstede's individualist-collectivist and power distance continuum. In Resick et al.'s (2006) study of 46 countries, character-integrity, altruism, collective motivation as components of ethical leadership revealed differences that resonated with Hofstede's dimensions. For example, countries with predominant individualist tendencies value personal integrity and character; altruism expressed in some cultures as generous and fraternal were highly endorsed in countries with predominantly collectivist tendencies. In the same study, what constitutes an effective leader may have something to do with power distance. An effective leader is seen as someone who is more directive than consultative in cultures with high power distance and people are less likely to question the leader.

Understanding leadership from different cultural perspectives. Indigenous cultures offer another interesting perspective of leadership. A study of Lakota leadership identified four components: (Gambrell & Fritz, 2012)

- Living the Lakota virtues of humility, generosity, respect for family and traditions
- Ability to lead others by being attentive to people's need and being visionary
- Putting others first by willingness to help holistically
- Red Road – honouring Lakota spirituality and observing ceremonies and customs
- Nation building – a desire to move the tribe to become sovereign and self-sufficient

Among the Samoans, "respect for elders and the *matai s*ystem (council of elders), deep and active care for one another, interdependence, communal collaboration, consensus in decision-making and productivity for larger Samoan society" influenced leadership styles and practices in this culture (Leithwood & Duke, 2009).

Studies of leadership in African culture recognize that Africa is a diverse continent of many countries and culture speaks about the continuing evolution of concepts and practice leadeship as

a result of colonization and post-colonization experience. The pre-colonial definition of leadership could be summarized as follows (Masango, 2002),

"…a leader is viewed as someone who is a servant to the clan, tribe, community or group. Leadership involves interpersonal influence or persuasion, goal directed and assumes some form of hierarchy... with a well-defined structure in a village."

The colonization of Africa has resulted in the imposition of cultural values including leadership practice that are mainly from Western cultures (Mendelek-Theimann, April & Blass, 2006).

Implications for leadership in intercultural contexts. With increasing migration of people from various countries and cultures to Canada, leadership values and practice are one of the cultural attributes that are part of settling into a host country. There are few studies that explored how indigenous leadership prospers in another culture. Ah Chong and Thomas (1997) used Torbiorn's (1982) concept of "culture distance" to posit that "the greater the difference between cultures, the greater is the potential for differing leader prototypes" (p. 290) and suggested the possibility of ineffective interaction between members of these cultures. This may explain the emergence of ethno-cultural organizations in many Canadian cities to serve as venues to build cultural connections and social support in the community as well as places where Indigenous leadership values and styles are understood and accepted.

Tension occurs when leaders from different cultural communities interact with institutions from the host (commonly called the mainstream) culture. This tension is rooted in differences in values about leadership and how these values are expressed in people's behaviours (leadership styles) that could result in the misunderstanding of expectations, misinterpretation of people's actions that could escalate into conflict. Ah Chong and Thomas' (1997) study of Pakeha (non-Maori) and Pacific Islanders in an organizational context in New Zealand describes the differences in values and behaviours between those who believe in a merit-based approach (Pakeha) and the holistic and relationship-based culture (Pacific Islanders). The cultural differences in the nature of leadership roles are important in determining expectations and interpretation of leadership behaviours.

How will these cultural differences be negotiated within an intercultural context of a multicultural society such as Canada? In his conceptual review of cross-cultural theory Collard (2007) suggests the need for further research in understanding leadership concepts and practice across cultures beyond the Anglo-dominated perspectives of leadership. The dominance of mainstream values often embedded in the public institutions has alienated, excluded and disadvantaged indigenous and ethnic groups. His suggestions for future directions in research and theory building could also be useful in developing leadership capacities of leaders from ethno-cultural communities to be more effective in interacting with communities from other cultures as well as with mainstream institutions. These capacities include (Collard, 2007):

- Being familiar with different cultures that will help in increasing cultural knowledge and facilitate intercultural communication
- Becoming cultural agents to help others understand their culture as well as open to learn about other cultures

- Becoming "transformative cultural agents" who can reflect on their own culture (even to question their assumptions) as well as reveal multiple perspectives; enabling them to enter into dialogues and build bridges with individuals, groups and institutions

In her book, *Salsa, Soul and Spirit: Leadership for Multicultural Age*, Bordas (2012) introduces a definition of multicultural leadership (p. 8):

"An inclusive approach and philosophy that incorporates the influences, practices and values of diverse cultures in a respectful and productive manner. Multicultural leadership resonates with many cultures and encourages diverse people to actively engage, contribute and tap their potential."

Multicultural leadership encompasses a thoughtful blending of diverse cultural values as reflected in this set of principles (Borda, 2012, pp. 207-208):

- *Sankofa[1]* integrates the past as we create a more inspiring future
- *I to We* embraces our collective sense of community
- *Mi casa es su casa* invites graciously and advises "never take more than your share"
- *A leader among equals* remind us to treat every person with respect
- *Leaders as guardians of public values* urges activism and social responsibility
- *Leaders as community stewards* beckons us to work for the common good
- *The seventh-generation rule[2]* protects the young and cultivates a sustainable future
- *All my relatives* encompasses the oneness of humanity, the *familia*, village and tribe
- *Gracias – gratitude, hope and forgiveness –* inspires the spiritual qualities that nourish us.

Bordas firmly believes that multicultural leadership is the leadership that will shape the global future and that the task of building leadership is now.

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[1] *Sankofa* – a mythical bird who looks backward and symbolizes African-Americans' respect for insight and knowledge from the past (Borda, 2012, p. 28).
[2] Seventh-Generation Rule – Hopi Indians' belief of building a future for children for many generations (Borda, 2012, p. 153)

HOW THE RESEARCH WAS CONDUCTED

The beginning steps

Creating the Advisory Committee. In accordance with a community-based research approach, a Community Research Advisory Committee (CRAC) was created to provide guidance to the research project. In total, a 10-member committee was formed that included the Coalition Board, staff, animators, members and volunteers from the University of Alberta. A researcher (Mrs. Edith Atieno) was hired to implement the project. Together, these individuals worked with community animators and members to identify the research question, recruit and conduct (individual and group) interviews.

Identifying the research question. The basis of a community research project requires that issues to be explored within a project must be defined by the community. Hence, the research topic and its questions were borne out of several meetings facilitated by CRAC and the researcher. These meetings were held between July-August 2012. At the first meeting, community members participated in a group discussion to identify and prioritize relevant issues emerging from their communities. Four topics were identified: family violence, intercultural challenges, parenting and youth and community leadership. Through multiple forms of communication (examples include: in-person meetings, telephone and email), Coalition members were asked to identify the most important research topic. 'Community leadership' was voted to be the 2012 research topic by the community. In generating research questions, a similar approach was used whereby CRAC and the researcher worked to identify a central question that would form the basis of this research project. Following this, the central question was validated by the community and is as follows,

> What factors would support leadership, enhance community leaders' capacities and strengthen intercultural partnership among ethno-cultural groups and organizations in Edmonton?

Given that 'community leadership' is an unexplored topic, CRAC and the researcher decided to use an exploratory approach to examine the following specific objectives:

- ➢ How is leadership defined?
- ➢ How can leadership be supported or face different challenges?
- ➢ How can such supportive or challenging factors have an effect on developing leaders within different ethno-cultural communities in Edmonton?

Specific outcomes. In exploring these specific objectives, it was hoped that findings from this research would be used to inform leadership development strategies that can guide future program development and advocate for policies that support the growth of community leaders from various ethno-cultural communities.

Implementing the research project

Ensuring an ethical approach. In conducting any form of research, those (i.e. researcher and facilitator) who implement a study must follow a set of procedures (can also be described as norms of conduct) to ensure their behaviour towards participants is appropriate and sensitive (i.e. acceptable behaviour).   This set of procedures will guide how the researcher and any facilitator collect, analyze and share data. Given that findings of the research can have an impact beyond participants, it is important to ensure that those who implement (and share the findings) of the study behave in an acceptable manner towards different groups of stakeholders that may include community groups and stakeholders.

While there are several ethical tools that can guide the behaviour of those who implement a project, it is often difficult to find one that is governed by a community-based ethics board. As a guide to ensure acceptable behaviour within this study, CRAC and the researcher used an ethics tool adopted from Alberta Research Ethics Community Consensus Initiative (ARECCI). To ensure acceptable behaviour, this research project implemented practices that informed participants of the purpose of the study, the nature of their involvement and how their own perspectives were stored and shared in a confidential way (please see Appendices for the Ethics). Further, practices were implemented to ensure this project operated within a participatory community-based approach and are as follows:

> *Creating an equal and fair research process rooted in the community.* This project was designed to ensure various forms of community participation could be attained throughout the research process. Among Coalition staff, members and Board and volunteers, there was equal sharing and control of the research agenda through active and reciprocal participation throughout the study (e.g. the design and implementation of the project and sharing of the findings).

> *Issues and impact of the research rooted in the community.* The research topic and the central research question were identified through prior consultations with various ethno-cultural community members and community leaders. Prior consultations revealed that there were difficulties in leadership namely lack of community unity, political interests' interfering with community development and breakdown in communication. Findings were shared to several groups (e.g. community members and leaders, service providers and funders) to ensure findings were grounded within the perspectives of those involved in nurturing the growth of ethno-cultural community groups. In sharing the findings, CRAC provided counsel in identifying the most appropriate and effective ways to share the research findings to different stakeholders (e.g. community members and leaders, service providers and funders).

Identifying the sample. In seeking answers to meet the specific objectives of this study, it was important to identify as many individuals and organizations that remain significant in providing supports and navigating barriers: tools that are essential to the development of community

leaders and the groups they serve. Hence, CRAC and the researcher used a purposive sampling approach to identify the necessary groups that would participate in this project, namely:

> *Ethno-cultural community groups or societies*
> o *To be involved in the study*: Participants had to identify as an ethno-cultural group or society living in Edmonton
> *Ethno-cultural leaders/Community leaders*
> o *To be involved in the study*: Participants had to identify as an ethno-cultural leader who had a key leadership position, understood the key issues emerging from their group.
> *Service providers/Partners*
> o *To be involved in the study*: Participants had to provide resources and support to various groups of ethno-cultural communities particularly within the area of leadership.
> *Funders*
> o *To be involved in the study*: Participants had to provide funds to ethno-cultural societies and organizations that serve ethno-cultural members. Further, these organizations had to have a history of supporting the mandates of developing ethno-cultural communities.

Both Coalition staff and Community Animators worked together to recruit participants from various methods that included word of mouth, mail, phone, email and attending community agencies' meetings and events.

Identifying the ways to collect data. Guided by past research projects undertaken by the Coalition, CRAC and the researcher opted to use one-to-one and group interviews. In particular, one-to-one interviews were used for ethno-cultural community leaders, service providers and funders. These individual interviews were used primarily to engage participants in an in-depth interview. For ethno-cultural groups, focus groups would be used to encourage participation and elaboration of topics.

Creating the tools to collect data. Under the guidance of CRAC and the researcher, an interview guideline was created based on the central question and the specific objectives of the research project. This guideline was created on the basis that it was important for participants to elaborate on their own lived experiences. To ensure elaboration, a set of open-ended questions was provided with some probes, if necessary to encourage participants to share their perspectives. Different interview guidelines were created across different groups and are as follows:

> *Focus groups with ethno-cultural community groups or societies.* In this interview guide, areas to be explored included qualities and factors that are related to good leadership, impact of leadership on partnership and capacity-building, and recommendations for developing leadership. (Please see Appendix for list of questions).

> *One-to-one interviews with ethno-cultural leaders.* In this interview guide, topics of exploration included the following: roles and qualities of good leaders, models of

leadership, strengths and challenges of being a good leader and recommendations for developing leadership within ethno-cultural communities. (Please see Appendix for list of questions).

➢ *One-to-one interviews with service providers.* In this interview guide, areas to be explored within the interview included the following: qualities and roles of community leadership within and outside their own organization, models of leadership within their organization and its impact on the communities they serve, the role of partnership and capacity-building and recommendations for developing leadership within ethno-cultural communities. (Please see Appendix for list of questions).

➢ *One-to-one interviews with funders.* In this interview guide, topics included in this interview examined the following: expectations of community agencies, how funds are distributed and challenges faced by funders and recommendations for developing leadership within ethno-cultural communities. (Please see Appendix for list of questions).

Implementing the data collection. One-to-one and group interviews were conducted and notes were obtained throughout these sessions by the researcher. In cases where the researcher was absent, 1-2 facilitators would collect data either using an audio digital recorder and/or taking notes throughout the conversation. In some cases where translation may be needed, a facilitator went along with the researcher to these interviews. All interviews were conducted from August to October 2012. All interviews lasted about 1-1.5 hours. To ensure participants were informed of the purpose and their requirements of being involved in the project, a consent form was given to them prior to participating in the interview. All potential participants were given time to ask any questions regarding the project and their involvement. For those who chose to participate, a written consent form was obtained. Each participant received a copy of the signed consent form. Throughout the interviews, participants were reminded that they could withdraw from the study at any time without any penalty.

Analyzing the data. The findings obtained in the study were analyzed using a thematic approach. In doing so, interview data (e.g. one-to-one interview and focus group notes and audio) were examined together to identify common themes and recommendations that would help contribute to a greater understanding of community leadership.

Validating the data. In any community-based research project, it is important to ensure data that is analyzed remains grounded within the community's perspective. As such, this study used several ways to ensure this goal. First, preliminary findings were provided to different stakeholders to ensure findings were relevant to them in a 'Sharing Back' feedback forum. Second, following an extensive data analysis, the final report was presented to CRAC to provide feedback particularly to ensure the relevancy and applicability of the data to several stakeholders (e.g. community members, leaders, service providers and funders).

Limitations. The findings of this study are limited to those community groups and leaders, service providers and funders who participated in this study.

Understanding leadership: A summary of findings

A community-based research project was undertaken to examine factors that would support leadership and thus nurture the growth of ethno-cultural communities. Across various groups (ethno-cultural community groups, ethno-cultural community leaders, service providers and funders), many participants attested to the importance of key areas that can support or hinder the development of community leaders.

Defining the community leader

Who should a community leader be like? Participants identified numerous key qualities that could be grouped as individual-oriented (examples include being observant, having wisdom, and humour), community-oriented (examples include having a willingness to sacrifice, a readiness and a commitment to serve the community) and relationship-based (examples include treating people with equality).   Likewise, multiple roles were identified namely engaging and communicating with the community to identify issues, building relationships within the community, solving problems and being an agent of change.

Who is selected to be a community leader? While several participants acknowledged that community leaders could be role models who have a history of successfully contributing to the growth of their community, the options to choose a community leader can be a different process. Among ethno-cultural community groups, choosing a community leader can or cannot be based on a criterion (examples of a criterion may include an individual's expertise in addressing the issue or their degree of familiarity within the community).

How do we nurture the community leader and their communities?

Creating multiple resources. Participants revealed the importance of offering numerous resources to support community leaders and their communities' initiatives. First, the creation of ongoing educational resources (e.g. mentoring programs), evaluation strategies and accessibility to a group of existing role models are important to the continual development of existing and new leaders within community groups. However, such accessibility of resources cannot be attained without the continual funding support offered by funders and a structure that can reduce the amount of burn-out and financially develop leaders.

Utilizing a leadership approach. Participants identified the importance of implementing several leadership approaches. For many participants, an approach that emphasizes collaboration, inclusion, non-hierarchy, and participation can be beneficial for community leaders.

Creating connections. Findings revealed the importance of fostering relationships across multiple groups namely between different ethno-cultural groups to identify common interests, between ethno-cultural groups and service providers to help the development of community leaders and between ethno-cultural groups and funders to identify roles and shared goals with the overall aim of strengthening communities.

Understanding the findings: A detailed look

Who were the participants? Participants comprised of a diverse group of individuals. For ethno-cultural groups/societies, there were about 4-5 groups that participated and have various experiences of organizing their communities and developing leaders. These included the following: Oromo, Chinese, Filipino and animators.   For ethno-cultural community leaders, 3 participants (from Filipino, Pakistani, and Aboriginal communities) had an extensive and rich experience in organizing their communities to advocate issues for their community. For service providers, 2 organizations noted their extensive history of working with newcomer and established communities in nurturing and developing leaders ethno-cultural communities. For funders, 5 organizations had a common mandate to support the growth of ethno-cultural communities despite operating under different objectives. For instance, two organizations' mandate emphasizes the importance of capacity-building of ethno-cultural communities to ensure they live in safe neighbourhoods.

How is community leadership understood across different groups? Given the various groups, themes were analyzed within each group in order to illustrate similarities and differences. The following presents an analysis of each group's perspective on leadership namely on how to define and nurture a community leader.

Community Groups' Perspective

Defining the community leader

In defining the community leader, community groups identified how they recognized community leaders within their community, particularly how they selected the leader and identified qualities that are present within a leader.

Who is a leader in my community? As noted by the 3 community groups, community leaders can be exemplary members of the community who have received the respect of their members. These may include those who have expertise, education or have demonstrated the talent to implement a task (e.g. knowing how to sell tickets to community members or speaking in the public).

How do I select a community leader? To select a community leader, community groups have identified two different methods: a non-selective and selective process. For the non-selective process, a community group identified that community leaders can be volunteers and hence nomination of a community leader is not based on the community members' input. On the other hand, the selection of a community leader may be dependent on an individual, issue or environmental criterion. For the first criterion (i.e. individual), communities may select community leaders based on a specific individual characteristic or capacity (e.g. an individual is elected to be a leader based on one's age or one's educational level) or their familiarity with the community (e.g. an individual may be elected to be a leader because community members trust this person). For the second criterion (i.e. issue), the selection of the community leader may be based on an individuals' expertise with the issue. Finally, leaders may be selected because of proximity.

What are the qualities of a community leader? Community members described multiple qualities that a community leader must have. These qualities can be divided into three groups: individual-oriented, relationship-oriented and community-oriented. Some individual-oriented qualities included the following: being committed, being a visionary, having humour, being a problem-solver and decision-maker, being an attentive listener, having a firm standing and willing to take a risk. Likewise, relationship-oriented qualities were identified as the following: treating people with equality, respect and valuing their privacy. Community-oriented qualities included the following: willingness to sacrifice and a readiness to serve the community, creating a family ambience within the group, commitment to serve the community's priorities, having accountability and being reliable to the community, communicating with members and other government sectors.

<u>Nurturing the leadership</u>

The key to creating and supporting leadership depends on a variety of different factors that can be summarized into three themes: individual characteristics, implementing a democratic style, creating an educational and reflective environment and in-group dynamics. Within these themes, community groups identified the challenges that they experienced and provided suggestions on what is needed to support leadership.

Individual characteristics. In the past many community members identified a variety of individual characteristics within a community leader that have been detrimental to fostering support between the leader and the members of a community group. These include the following: being selfish, having a hidden agenda and planning to fulfill one's own desire, imposing a leadership style onto the members of the group, believing the community leader is the owner of a community group, unwillingness to adapt to other leadership strategies or lose authority and an unwillingness to believe that a community leader is not at fault.

To support leadership, all community groups acknowledged the importance of having individual characteristics that help to support communities. While many individual qualities have been identified, some community groups emphasized the importance of some of the following: having the expertise to complete the tasks, having time and commitment, being a good listener and putting your community before anything else.

Implementing a democratic leadership style: In the past, some community groups identified the following challenges that have not supported community leaders. These included a lack of cooperation, not involving members equally and being biased or undermining minorities. Instead, many community groups acknowledged the importance of implementing a leadership style that is democratic, participatory and collaborative. In particular, many community groups acknowledged the importance of equally involving community members, consulting with community members and enabling people to make their own decision. Further, one community group insisted it is important that leaders acknowledge their appreciation of and gratitude to the community.

Creating an educational and reflective environment: In reflecting on the resources and supports, all community groups acknowledged there have been limited resources and funds for

community groups. As one community group emphasized, without resources, it can be hard to see communities participate. In particular, one community member noted there is insufficient support for grant-writing and inadequate allocation of funds.

All community groups acknowledged the importance of creating a supportive environment that nurtured the knowledge and skills for individuals and provided resources to enable them to become leaders.   For one community group, providing educational opportunities to develop community leaders can be instrumental in encouraging individuals to learn how to speak in public. In particular one community member noted that the benefit of leadership programs encouraged her that her voice mattered,

> *'I think those leadership training that I got, they're like say something even though it's wrong, there's nothing wrong with what you're saying, right or wrong, everything is right, say something…'*

However, the development of educational opportunities needs to be supported by offering mentorship opportunities by service providers to other community members. As well, several community groups identified the importance of having information and providing funds for grant writing training. For one member of a community group, providing educational opportunities is essential for the sustainability of a community group.

> *'Mentoring. You know give them (community members) a chance. You know this (leadership) is not they can promise their (community members) whole life to working with the community…But if you give people a chance and you work with lots of people and you can learn lots, you can learn lots of ideas from an immigrant'*

Further, one community group identified the importance of evaluating projects in order to identify what went wrong and improve.

In-group dynamics. Community groups identified that the interpersonal relationships between members in a group aid to the success of a community leader. On reflecting on their own past experiences, several community groups identified that among community groups, there is a lack of or limited participation or no drive among the members. Another issue is the lack of understanding that occurs within a community group. This may be attributed to a lack of communication between members and the President, having different dialects that can lead to a misunderstanding or a lack of support of ideas (e.g. Elders do not support ideas from young members). Given the importance of managing interpersonal relationships, one member from a community group emphasized the importance of creating a structure to manage each other.

However, the task to create a supportive environment is not the responsibility of only the members. All community groups acknowledged that a supportive environment needs to be created with the cooperation of both the leader and the community members. In doing so, such environments may have a beneficial outcome for members. For one community member, the supportive environment fostered by the members and the leaders within the group offered a safe and nurturing place that became essential to dealing with the challenges in life.

> *"Actually many times I want to quit, it's so hard, you know it's so hard for me*
> *to work and study and, still work at Saturday but you know this society*
> *is not only like a, it's a workplace, it's like a family"*

In creating a supportive environment, some members identified that this environment must support diversity, collaboration and provide moral support.

Fostering the relationship between the community, the service provider and the funder. While creating educational opportunities are important, several community members acknowledged the importance of creating relationships with service providers and the funders. As one member of a community group emphasized, service providers need to give more mentoring opportunities within grant-writing to provide more groups with sustainable funding instead of just learning to apply for seed grants. Further, this community member emphasized the importance of creating relationships with funders that require face-to-face engagement.

> *"They (funders) can come down, come to [society] sit with us, eat with us, share*
> *with us, why not? See what we do, listen to everybody why everybody common,*
> *come, for the community, why, why can't we do that?"*

Community Leaders' Perspective

Defining the community leader

In defining the leader, community leaders reflected on the roles of the leader and how to select a leader.

Where should the community leader come from? Community leaders acknowledged the importance of having community members select the methods and the goals in identifying a community leader.

What are the roles of the community leader? Community leaders noted many different roles for a community leader that can be summarized in two areas: Engage and communicate, and Problem-solve. Within the category, Engage and communicate, these behaviours comprise of working with community members to identify and communicate these issues to other community members and the general public. Some examples include being actively involved to identify and understand issues from the perspective of the communities and communicating with media to increase awareness of goals proposed by communities. In the category, Problem-solving, community leaders identified the role of community leaders to identify and resolve issues.

Nurturing leadership

On reflecting on their own experience as a leader, community leaders offered their suggestions to nurture leadership namely to create a leadership model, a leadership style and working with organizations to support community's goals.

Creating a leadership model. On reflecting on their leadership style, community members identified several factors that were important for a leadership model. These included values, encouraging participation and using different strategies. In the first category, having values, a community leader highlighted that a leadership model must have the following values: social justice, fairness and equity. In the second category, 'encouraging participation', a community leader highlighted that a leadership model must use a non-authoritative style and must look where they can help. In the last category, all community leaders suggested using different strategies namely not being afraid to show conflict, using a strengths-based approach or being innovative. Despite these important factors, one community leader noted other challenges that can be detrimental in a leadership model. These included the following: being greedy, animosity, having power struggles, or shaming people and not making them part of the leadership process.

Creating a leadership style. Community members offered different factors that are important for a leadership style that can be grouped in two categories: educating the leader and educating the community group and the general public. For the first category, 'educating the leader', community leaders identified the importance of designing programs to educate people especially in nurturing community leaders. Such programs may contain the following aims: teaching community leaders the requirements and the challenges of different ethnic groups' hurdles and how to overcome these challenges, understanding the roles and qualities that result in effective leadership and learning multiple styles of leadership.

While programs are important to develop community leaders, education of the public is always important to ensure awareness of the issues that communities advocate for. Several suggestions were made. First, community leaders acknowledged the importance of actively engaging with different community members and having events to encourage people to meet with each other. Second, one community leader suggested that it is important to connect with scholars.

Partnering with organizations. In nurturing leadership, community leaders noted the importance of community groups working with organizations. In particular, community leaders identified that challenges to accessing funding can be resolved if community groups work with other organizations. For instance, one community leader suggested that a community group must work with a police organization to enable a community group to be seen as a partner. For another community leader, connecting with other organizations can help communities reach their goals.

Partners' Perspectives

Defining the community leader

In defining a community leader, community partners identified the roles and qualities of a leader that are needed in defining a leader.

What is the role of the community leader? For community partners, there are several roles that can be undertaken by a community leader that can be summarized in two categories: fostering communities and problem-solving. For the first category, fostering communities, community

partners noted leaders must develop the skills of the community, motivate people and collaborate with others. In problem-solving, the community leader must be able to identify issues and aspirations, mediate conflict, be collaborative, identify solutions that are innovative and mobilize the community.

What are the qualities of a community leader? Community partners identified a number of different qualities for a community leader. These included being observant, being authentic, being a visionary, having wisdom, being trustworthy, and being open.

Nurturing leadership

On creating a community leader, community partners offered their suggestions for a leadership model based on their organization.

A leadership model within an organization. Community partners identified several factors that work well for a successful leadership model. These include the following suggestions: implementing a democratic model of leadership, building trust and sincerity for the community, having adequate and quality staff and resources and focusing on issues. For the first suggestion, one community partner noted the importance of implementing a democratic model of leadership whereby members are able to voice their concerns and inviting members to have ownership. However, implementing a democratic model of leadership can often be difficult and may result in individuals using another approach. Second, one community partner noted the significance of having a genuine concern and care for the community. Third, all community partners emphasized important factors that included having adequate staffing to sustain programs and having sufficient funding. Lastly, one community partner suggested not looking at all issues and defining goals.

Fostering relationships between communities and organizations. For all community partners, a partnership between communities and organizations can be significant for both groups. However, this partnership depends on two factors: relationship building and being community-oriented. For the first category, 'relationship-building', community partners highlighted several factors that are important in building relationships between communities and organizations namely that it is a process to build trust, there is a continuous learning process and members need to understand how democracy works. For the second category, community partners highlighted different values for the partnership namely that it is open, involves generosity, and humility. Further, community partners highlighted elements that included having shared goals that are focused on the community, having goals that focus on social justice and equity and having no individual goals.

Funders' Perspectives

Defining the community leader

In defining a community leader within community groups, funders expressed their opinions on who is a leader, the roles and the qualities of a leader. As well, funders offered suggestions to foster relationships between groups to support the growth of communities.

Who is a leader? Funders had different ideas about a community leader. For several funders, a community leader is an individual who is familiar within the community and who is not focused on a title.

What are the roles of the community leader? For funders, they identified many different role models that can comprise of two main categories: relationship-building and bringing about change. In building relationships, funders identified different tasks namely building the skills of a community, being strategic to mobilize others, listening to the issues of the community, managing and mediating conflict. In bringing about change, funders noted several tasks namely, embracing discomfort and having a willingness to change systems and structure.

What are the qualities of a community leader? Funders noted multiple qualities that can comprise of three different categories namely, being a change agent, valuing relationships, and being reflective. As a change agent, funders noted several qualities namely that a community leader is creative, a forward-thinker, takes action and is an advocate. As an individual who values relationships, funders noted that community leaders engage with others, listens to the community, acts as a bridge, and counsels. As an individual who is reflective, funders noted that a community leader needs to be conscious of power, has strong ethics, sets aside one's own opinion and does not have a limited understanding.

Why is a community leader important? Aside from meeting the criteria of a grant, funders note that organizations must illustrate they have the capacity to undertake a project. Hence, for funders, leaders are important because they help establish the capacity of an organization to implement the objectives of a project.

Nurturing the leadership

Funders identified several factors that were important in nurturing leadership within communities. These included creating mentorship and providing support opportunities, providing adequate personnel, adopting a collaborative and non-hierarchical approach in leadership and fostering partnerships between communities and organizations.

Creating mentorship and providing support opportunities. All funders emphasized the importance of providing various mentorship opportunities. These include providing peer and group development and support, enabling members to meet or be present around good leaders and creating safe environments to ensure people feel safe. Beyond providing educational opportunities, funders acknowledged the importance of fostering leaders by providing support to those who have experienced trauma.

Providing adequate personnel. Funders acknowledged the importance of having sufficient personnel to ensure no burnout and high turnover occurs among community leaders. In particular, one community funder noted that leadership positions could often be burnt out due to unemployment despite the high level of education that a community leader has.

Adopting a collaborative and non-hierarchical approach in leadership. For several funders, leadership needs to adopt a collaborative approach whereby there is a flat structure. For one

funder, leadership needs to be strength-based, whereby power is shared and leadership is not imposed on other people and empower people.

Fostering partnerships between communities and organizations. For funders, partnerships between communities and organizations can be beneficial for the growth of communities for several reasons namely because there are limited sources for the community, there is a complexity of issues and hence working with organizations creates sustainability and can benefit both groups. Funders identified several qualities that are important in creating a collaborative. These include having reciprocity, being aware and addressing power dynamics, and communicating. However, partnerships between communities and organizations can be difficult namely because of lack of communication, and lack of reciprocity between different types of community groups. In particular, one funder noted the lack of reciprocity occurs because there may not be equality between community groups (e.g. between established and new communities). For instance, one funder noted that one community group may not be as skilled in reporting for projects.

Fostering the relationship between the community and the funder. Aside from developing partnerships between communities and organizations, several funders noted that it was important for community members to begin working with funders. In moving towards a relationship with community groups, one funder emphasized for the clarity of a funder's role and their relevancy in the relationship. Another funder noted that funders need to work with the community to identify common goals. Despite the promotion of a relationship with community groups, there may be challenges in nurturing this relationship. One of the challenges that funders noted is the lack of funding that can be used to meet the broad needs of the community. As such, this funder noted there needs to be additional work to identify how to prioritize funds to meet the needs of the community.

DISCUSSION

Knowing and developing the community leader and the community. A community-based study was conducted to understand how to develop and sustain community leaders within ethno-cultural community groups. Findings illustrated several common themes across all groups. First, the development of a community leader requires having a variety of qualities that can be individual-based (e.g. being a visionary, being authentic and observant), focused on building relationships (e.g. treating people with equality) and being community oriented (e.g. commitment to serve the community's priorities). Second, fostering the community leader requires the creation of educational and mentorship opportunities, and providing resources to support their development. Third, a leadership style that can be implemented must be characterized as democratic, inclusive, non-authoritarian, participatory and collaborative. Such findings are similar to those studies that focus on leadership qualities from other ethno-cultural communities (Gambrell & Frtiz, 2012) and studies that focus on leadership styles implemented within individualist and collectivist cultures (Hofstede & Hofstede, 2005).

Aside from the development of a community leader, it is important to foster the knowledge and skills and the relationships within the community. As noted by many community groups, community members need to be supported by offering educational and mentorship opportunities

to create sustainable leadership opportunities. Further, community members need to create a structure that enables them to manage individual members and create better understanding and communication across members.

Building relationships. Beyond the development of interpersonal relationships between community members, many participants identified the importance of building a partnership between community groups, service providers and funders. Within the relationship between service providers and community groups, several participants acknowledged the importance of sustainable programs to support the development of community leaders and providing more peer and group opportunities within organizations to foster the growth of leaders and broadly community members. Relationships are fundamental in cultures that are predominantly collectivist which describes many of the countries where newcomers come from. For example, grant writing is a key opportunity that is identified by several community members and community leaders. However, in a time where funding priorities are limited and specified, peer support for writing grants needs to move beyond seed grants to bigger funds to enable community groups to sustain their growth.

Beyond the service provider, participants continued to emphasize the need for funders and community members to build and foster their relationship. In doing so, funders can be attentive to the needs of the community but more importantly understand the history of the community. Despite these benefits, many participants did not provide guidance on how such a relationship can be developed. In particular, one funder attested to a greater clarity on the role and the relevancy of the funder to the community groups. Several suggestions have been made. First, for a member of a community group, it is important to have ongoing and direct engagement (e.g. sharing meals) with the community. Another suggestion offered by a community partner is for funders to see community members as partners and not recipients. Lastly, one funder suggested 'depoliticizing systems' to ensure accessibility of funding and identifying common goals between community groups and funders.

As a whole, these suggestions may emphasize the need for funders and community to engage directly and work together in a non-hierarchical way but also recognizing that there are many cultures that are hierarchical or those with high power distance. In doing so, each group would perceive each other as a partner and as a whole; all groups would work towards nurturing the growth of communities. While this goal may be seen as a vision, there may be some steps that need to be undertaken to attain this goal. For instance, in working towards a non-hierarchical way, community groups and funders may need to learn how to build trust and openness by acknowledging their own role, the limitations and strengths of this role and how this role can be modified to meet the collective vision of nurturing community groups. In offering these suggestions, it is important for future work (regardless of whether it is a research study, project or community consultation) to identify how community groups and funders can work together to build relationships that are built on trust, openness, continual communication and authenticity. In doing so, this enables the relationship to produce outcomes that remain accountable and effective for partners and for the broader community.

Moving forward: The importance of a community leader. Overall, these findings suggest a greater role for community leaders. First, in emphasizing the need for deeper and meaningful

relationships with funders, community leaders can play a facilitative role in establishing and nurturing the connections between community groups and funders. Attaining this role as a facilitator has proven beneficial in creating connections between service providers and community groups. At present, community animators and brokers (i.e. community leaders) working at several settlement agencies have extensive knowledge of services within Edmonton and a strong knowledge base of the community's needs. Hence, they have the ability to connect community members with the appropriate services and to expand on their support networks. Conversely, service providers are able to familiarize themselves with the needs of emerging and existing groups and create better programs because of these community leaders. In creating the relationship between funders and community groups, community leaders may need to gain more knowledge and understanding of the funder's requirements. Second, in creating the need for better collaboration between ethno-cultural communities, community leaders can play a facilitative role in nurturing these connections. Learning to function as a facilitator in this role will require learning and respecting different perspectives of leadership strategies.   Thus, this invites the creation of more opportunities for different ethno-cultural groups to work together to attain a common goal. While it is important to work across different ethno-cultural groups that share similar worldviews and values (i.e. different ethno-cultural groups that operate within a collectivist perspective work together), it is important to work across different worldviews and values (i.e. different ethno-cultural groups that operate within an individualist and a collectivist perspective) especially when issues require different and collaborative strategies because of its complex nature. Such suggestions are aligned with Collard's (2007) perspective of developing an intercultural form of leadership.

RECOMMENDATIONS

WHAT ARE THE NEXT STEPS: A SUMMARY OF THE RECOMMENDATIONS
Based on the community-based research study, participants had several recommendations that need to be undertaken to continue the development of leaders and their communities.

Recommendation #1: Provide educational, financial and mentoring resources
The majority of participants attested to the need for multiple resources to help foster and sustain community leaders. These include educational and financial resources/supports that enable leaders to develop their knowledge and skills (e.g. create leadership workshops), create a support network for them to grow (e.g. have them be surrounded by participants, provide funding for programs or create a system that reduces burnout) and nurture within their communities.

Recommendation #2: Build better relations within each community
As noted by several participants, a community leader and a community member hold very important positions in the pursuit of nurturing communities' growth. One of the primary recommendations for community members was to develop an ongoing engagement that involves continual communication with community leaders to inform them of community's needs and to support the community leaders. However, this task cannot occur without community leaders acknowledging that community members need to share their perspectives and participate in the decision-making process.

Recommendation #3: Build better relations with other community groups, service providers and funders
Many participants attested to the need for ongoing engagement of different community groups and between community groups and service providers and funders. In particular, participants noted the importance to work across different ethno-cultural community groups to identify common goals. As well, participants noted service providers need to foster collaboration across various community groups that is not necessarily based on ethno-cultural membership but across community groups. Further, participants noted that funders must build deeper relationships with community groups to define roles and develop shared goals that are aligned to each other's needs.

IDENTIFYING OPPORTUNITIES: A DETAILED LOOK

In working to develop community leaders and their community, recommendations have been offered by the participants that can be grouped by community members, service providers and funders:

For community members:

Recommendation #1: Ongoing engagement and communication with community leaders
As noted by many participants, community members remain an important factor in the development of leaders. Like leaders, community members must be able to voice their concerns and share their ideas and even participate in the decision-making process. In particular, community members must be able to have an open discussion, work co-operatively to tackle issues, and provide counsel and aid, encouragement. However, such roles must come with an awareness of understanding their own leadership style and learning to respect and accept responsibilities in attaining a common goal.

Recommendation #2: Nurture the development of community leaders
Participants identified the significance of training community leaders to ensure the growth of their communities. This included providing presentation training to animators and working with youth to develop their capacities for leadership.

For service providers

Recommendation #1. Develop resources that educate and enable evaluation of leaders.
As noted in the study, to be a community leader is to be involved in various tasks and to have different qualities. To complete these tasks, community groups, community leaders and partners emphasized for resources (e.g. programs) that can educate an individual on the roles and qualities of a community leader (e.g. offer basic leadership training) and the importance of leadership. Some participants especially within the feedback forum suggested that providing resources may need to be specific namely: providing supports on a needs-basis, providing resources to those who need it the most and distinguishing within communities who needs these supports. However, as several community groups noted, it is important to educate a wider range of community leaders that include the young and the old. In a time where community leadership experiences a high turnover or burnout, it is important to have these programs to continue building the next group of community leaders. However, as noted by a community leader, a community partner and several community groups, it is important to evaluate the leadership. In creating these resources, community groups have emphasized for more funding to ensure the existence of these programs.

Recommendation #2. Develop resources that support and sustain the work of the leaders.
As noted by several community groups, namely 1 partner and 1funder, community leadership is usually undertaken by volunteering or providing positions that are underpaid. As such, high turnover and burnout of community leaders occurs emphasizing the need to create a supportive environment for these leaders. Hence, it is important to provide resources or basic positions to support the work of community leaders in helping their communities. For some participants, service providers need to provide and/or communicate continual funding to ensure community

groups attain their goals and vision. Beyond developing community leaders, some participants within the feedback forums identified the need for service providers to support the work undertaken by communities.

Recommendation #3. Continue engaging with the community and promote collaboration.
Service providers need to continue engaging with a diverse group of ethno-cultural community groups. In particular, engagement with community leaders enables organizations to be aware of important and emerging topics that need to be addressed through programs and understand different concepts of leadership across different cultures. Through engagement, one funder suggested that service providers need to change their organizational structure to be more collaborative and have inclusive programs and policies. Further, it is important for service providers to promote more collaboration across different groups of ethno-cultural communities through events. However, collaboration may need to be specific whereby community groups residing in the same neighbourhood need to work together. In moving towards collaboration, it is important for service providers to identify opportunities, namely commonalities across groups. As noted by one funder, this is an important task because funding is often limited and competitive and cannot be distributed to all groups. However, as one community group and funder acknowledge, the creation of a partnership between organizations may be complex. Beyond this, service providers need to continue to advocate for emerging communities.

For funders

Recommendation #1. Engage and build better relationships with community members
For all participants, everyone agreed that funders need to engage with community members to acknowledge and understand their needs. For community groups, they have asked for funders to trust the members in delivering the expected objectives. As such, trust needs to be created and nurtured between these two groups. The current study offers limited information on how to create trust within this relationship. However, there have been several suggestions offered by a community partner and a leader whereby community groups and partners should be perceived as partners and should work towards shared goals.   Future studies need to take additional steps to identify how community groups and funders can identify shared goals.

Recommendation #2. Better allocation and distribution of funds
As noted by community groups, smaller community groups have a difficult time of accessing larger funds to ensure their continual growth. Further, funding opportunities are difficult because these are targeted towards a specific capacity development or focus on donor priorities. As such, it is important to develop a system whereby funds are distributed and allocated fairly. In particular, recommendations from the feedback forum attested to the importance of funders providing more one-to-support to organizations to help them understand the expectations of the system. However, this study is limited in providing insights on how to develop such a system. Future studies may be needed to identify how to develop a shared understanding of how community groups and funders can be accountable to each other and their collective goal of nurturing the community.

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APPENDICES

APPENDIX I

COMMUNITY-BASED RESEARCH ADVISORY COMMITTEE (CRAC) MEMBERS

2012 CRAC Members	2013 CRAC Members
Saida Ahmed	Saida Ahmed
Sanjaya Dhakal	John Elliott
John Elliott	Yun-Csang Ghimn
Yun-Csang Ghimn	Sharif Haji
Sharif Haji	Joseph Luri
Abdul Daash Hussein	Lucenia Ortiz
Joseph Luri	Helen Rugioyo
Lucenia Ortiz	Emma Wilkins (Chair)
Helen Rugioyo	Rosslynn Zulla
Emma Wilkins	
Rosslynn Zulla (Chair)	

APPENDIX II: LETTER OF INVITATION

Letter of invitation to partners and funders

Dear Partner,

I hope you are all doing well. I would like to thank you for your continued support to the Coalition and please know that we really appreciate your support. This email is to brief you on the Coalition 2012 research project and also invite you to participate in the research. The Coalition conducts a Community Based Research project every year. The research is funded by the City of Edmonton FCSS program. We have commenced the 2012 research and the research topic is: **"Identifying factors that enhance community leadership: A capacity building research initiative."** Through the active participation of community members and partners, we would like to answer the question: **"What factors would support leadership, enhance community leaders' capacities and strengthen intercultural partnership among ethnocultural groups and organizations in Edmonton?"**

This research project is designed to address leadership issues and perspectives by exploring experiences of different leadership models in community development and partnership enhancement among ethnocultural communities in Edmonton. The results of this research will be used to inform leadership development strategies that will guide policy support and program development to build and enhance the capacity of leaders from ethnocultural communities. The research adopts community-based participatory approach, with the professional researcher (Jacobet Edith Wambayi) and community members working together as co-researchers in all aspects of the research process, from conceptualization to implementing the research through the Community-based Research Advisory Committee.

One of the key activities in this research is information gathering through key informant interviews targeting the following: (a) Community leaders (b) Service providers and institutional partners (c) Funders and policy makers. We are inviting all our partners (service providers that we closely work with), funders and policy makers to participate in these one-on-one interviews. Please let us know your availability between August 6th and 20th 2012 to participate in the interview.

For further information and to participate please contact Edith Wambayi at 780 641 6402 or Dianna at 780 760 1973 Ext 102. Your support to the Coalition animation process is invaluable and we would be very glad to have you participate in this research. We would really appreciate if you could confirm your participation.

Sincerely,

Dianna Fondo, Coalition Coordinator

Letter of invitation to Community leaders

Dear Community leader,

We are pleased to inform you that as part of the All Together Now Program (funded by FCSS and City of Edmonton Social Development Grant), the Multicultural Coalition is undertaking a community research entitled **"Identifying factors that enhance community leadership: A capacity building research initiative."**

The purpose of this research is, through the active participation of community members and partners, to answer the question:
 "What factors would support leadership, enhance community leaders' capacities and strengthen intercultural partnership among ethno cultural groups and organizations in Edmonton?"

With the findings of the research, the community research hopes to

1. To describe existing gaps and strengths in leadership capacities in good leadership as perceived by community leaders
2. To identify factors that impact leadership development in different ethno cultural communities in Edmonton
3. To use knowledge about identified factors in developing strategies that would build, enhance and strengthen leadership within ethno cultural communities

To meet these objectives, a Research Advisory Committee was formed including community animators and researchers from academic institutions and the Multicultural Coalition. Community researchers from emerging ethno cultural communities have participated in a three hour research training workshop and will be interviewing formal and informal leaders from their communities.

As a respected leader who has experience working with the communities, the community animators selected you individually as a key informant to this process. Knowledgeable about the community, your participation in this research is important. We invite you to participate in a one on one interview. After the interviews with leaders are completed, initial results of the research will be shared for feedback at a sharing back event to be announced later in the year.

For further information and to participate please contact Edith Wambayi at 780 641 6402 or Dianna at 780 760 1973 Ext 102. Your support to the Coalition animation process is invaluable and we would be very glad to have you participate in this research. We would really appreciate if you could confirm your participation.

Sincerely,

Dianna Fondo, Coalition Coordinator

Letter of invitation to Community members

Dear Community Member,

We are pleased to inform you that as part of the All Together Now Program (funded by FCSS and City of Edmonton Social Development Grant), the Multicultural Coalition is undertaking a community research entitled "Identifying factors that enhance community leadership: A capacity building research initiative."

The purpose of this research is, through the active participation of community members and partners, to answer the question: "What factors would support leadership, enhance community leaders' capacities and strengthen intercultural partnership among ethno cultural groups and organizations in Edmonton?"

With the findings of the research, the community research hopes to

1. To describe existing gaps and strengths in leadership capacities in good leadership as perceived by community leaders
2. To identify factors that impact leadership development in different ethno cultural communities in Edmonton
3. To use knowledge about identified factors in developing strategies that would build, enhance and strengthen leadership within ethno cultural communities

To meet these objectives, a Research Advisory Committee was formed including community animators and researchers from academic institutions and the Multicultural Coalition. Community researchers from emerging ethno cultural communities have participated in a three hour research training workshop and will be interviewing formal and informal leaders from their communities.

As a respected community member who has experience working with the communities you have been selected to participate in this research. Knowledgeable about the community, your participation in this research is important.

After the focus groups are completed, initial results of the research will be shared for feedback at a sharing back event to be announced later in the year.

For further information and to participate please contact Edith Wambayi at 780 641 6402 or Dianna at 780 760 1973 Ext 102. Your support to the Coalition animation process is invaluable and we would be very glad to have you participate in this research. We would really appreciate if you could confirm your participation.

Sincerely,

Dianna Fondo, Coalition Coordinator

APPENDIX III

INTERVIEW QUESTIONS

A Focus Groups - Community Groups and Animators

A <u>Defining leadership</u>

1) Could you please tell us a little bit about your understanding of community leadership?
Probe: Think about the group you belong to:
   a) *Who are the leaders?*
   b) *How are these leaders chosen?*
   c) *Whom do you go to for help?*
   d)   *What qualities do you think a leader should have?*
   e) *How is your group organized to communicate among its members and with the leader(s)?*

1b) **In your opinion what are the factors that create good leadership**?
       a) *What has worked?*
       b) *What has not worked)?*

B. <u>The impact of leadership on capacity and partnership building</u>

2) How could leadership from within be used to strengthen the participation capacity and partnership of ethno-cultural communities?
Probe: What has been the impact of your leaders' style of leadership on the community: Did it strengthen or weaken the community?

2 b) What are the challenges you may have experienced / observed through direct or indirect involvement?
   a) *At an individual or organizational/group level?*
   b) *How can the challenges be overcome?*

3. Can you think of any specific strategies to enhance community leadership and why?

C <u>Recommendations and next steps</u>

4) From your experience of having observed / experienced such leadership, what are some of the recommendation you have for good leadership, specifically in this context of ethno cultural communities?
   a) *What recommendations do you have for Multicultural Coalition?*
   b) *What recommendations do you have for service providers and institutional partners in helping your community capacity building?*

c) What recommendations do you have for Policy makers and funders in enhancing your communities to build community leadership?

B KEY INFORMANT IN INTERVIEWS

Community Leaders:

Interview Guide for one-on-one interview (formal / informal) Community leader:

Interviewer (Community animator) _____ Date _____

Part I – Introduction and Warm Up

Can you please tell us a little about your community?

What are the goals of your community?

Part 2 – Probing on Leadership, Capacity building/Partnerships building - Experiences, needs, gaps, strengths, capacities

Questions	Answers/Notes

Leadership
 	
1) Could you please tell us a little bit about your understanding of community leadership?
 	
Probe: What are your roles as leader in your community?
 	
Think about the group you lead:
 	
  f) *Who are the members?*
  g) *How is your group organized to communicate among its members and with the leader(s)?*
  h) *What qualities do you think a leader should have?*
 	
ii In your opinion what are the factors that create good leadership?
    a) What has worked?
    b) What has not worked)?	

2. Could you please tell us about your leadership style (model)?	

What methods do you use to lead your community?
 	
  a) *What has worked,*
  b) *What has not worked*	

1. In your opinion what are the factors that create good leadership?
 	
  c) *What has worked,*
  d) *What has not worked*
 	
What has been the impact of your leadership style on the community (strengthened / weakened, created divisions, led to separation of a group, creation of new community organization / association, any other positive / negative impact …)
 	
2. What are the challenges you have faced as a leader?
 	
    How can the challenges be overcome?
 	
Capacity building/Partnerships building
 	
3. What do you see as some of the ways to enhance capacity building for leaders
 	
How could leadership from within be enhanced to strengthen the participation and partnership of ethno-cultural communities?
 	
What are examples of social networks that can be used to engage and empower community leaders?	

Part 3 – Recommendations and next steps

Questions	Answers/Notes
4. **From your experience as a leader,**	

Questions	Answers/Notes
what are some of the recommendations you have for good leadership, specifically in this context of ethnocultural communities? *Can you think of any specific strategies to enhance community leadership and why?* d) *What recommendations do you have for Multicultural Coalition?* e) *What recommendations do you have for service providers and institutional partners in helping your community capacity building?* f) *What recommendations do you have for Policy makers and funders in enhancing your communities to build community leadership?*	

Part 4 – End of discussion

Questions	Answers/Notes
Is there anything else you would like to mention / add to our discussion today?	

<u>Closing</u>

These are all the questions we have. Thank you for participating in this discussion. Your thoughts, suggestions, recommendations will help the Multicultural Coalition in understanding the process of empowering communities with leadership models that will lead to stronger communities. In October or November, we will share the results of the research findings with you in a forum to get your feedback.

Community Partners

Interview Guide for one-on-one interview for Community partner:

Interviewer (Community animator) _____ Date _____

Part I – Introduction and Warm Up

Can you please tell us a little about your organization/institution?

What are the goals of your organization/group?

Part 2 – Probing on Leadership, Capacity building/Partnerships building - Experiences, needs, gaps, strengths, capacities

Questions	Answers/Notes
Leadership 1.Could you please tell us a little bit about your understanding of community leadership? *a)Who is a leader?* *b) What qualities do you think a leader should have* *Probe: What are the roles of leaders in your organization?* *How is your group organized to communicate among its members and with the leader(s)?* *ii In your opinion what are the factors that create good leadership?* a) *What has worked?* b) *What has not worked)?*	
5. Can you please describe the leadership style (model) of your organization? *What methods do you use to lead your community?* a) *What has worked,*	

b) What has not worked	
6. In your opinion what are the factors that create good leadership? c) What has worked, d) What has not worked *What has been the impact of your organization's leadership style on the community (strengthened / weakened, created divisions, led to separation of a group, creation of new community organization / association, any other positive / negative impact ...)* 7. What are the challenges you have faced as a partner organization? (related to community leadership) *How can the challenges be overcome?* **Capacity building/Partnerships building** **8.** Please describe your understanding of partnership between communities/organizations *How open is your organization to working with other organizations/groups?* *What factors are needed to create effectiveness within a partnership?* *What are examples of social networks that can be used to engage and empower community leaders?*	

Part 3 – Recommendations and next steps

Questions	Answers/Notes
9. From your experience as a partner, what are some of the recommendations you have for good	

leadership, specifically in this context of ethnocultural communities?
 	
Can you think of any specific strategies to enhance community leadership and why?
 	
    g) *What recommendations do you have for Multicultural Coalition?*
 	
    h) *What recommendations do you have for service providers and institutional partners in helping community capacity building?*
 	
    i) *What recommendations do you have for Policy makers and funders in enhancing your communities to build community leadership?*	

Part 4 – End of discussion

Questions	Answers/Notes
Is there anything else you would like to mention / add to our discussion today?	

<u>Closing</u>

These are all the questions we have. Thank you for participating in this discussion. Your thoughts, suggestions, recommendations will help the Multicultural Coalition in understanding the process of empowering communities with leadership models that will lead to stronger communities. In October or November, we will share the results of the research findings with you in a forum to get your feedback.

Community Funders

Interview Guide for one-on-one interview for Funders:

Interviewer (Community animator) _____ Date _____

Part I – Introduction and Warm Up

Questions	Answers/Notes
1. What are the goals of your organization/institution?	

Part 2 – Probing on Leadership, Capacity building/Partnerships building - Experiences, needs, gaps, strengths, capacities

Questions	Answers/Notes

Leadership
1.Could you please tell us a little bit about your understanding of community leadership?
 	
a)Who is a leader?
 	
b) What qualities do you think a leader should have
 	
Probe: What are the roles of leaders in organizations?
 	
In your opinion what are the factors that create good leadership?
         a) What has worked?
         b) What has not worked)?	

2. As a funding agency what are your expectations of community	

agencies/leaders?
 	
How do you determine funding?
 	
   10. What are the challenges you have faced as a funder (related to community leadership)
 	
     How can the challenges be overcome?
 	
Capacity building/Partnerships building
 	
   11. Please describe your understanding of partnership between communities/organizations in relation to funding and other resources
 	
What factors are needed to increase community capacity in working together with limited resources?
 	
Does partnering of agencies increase their chances for funding?
 	
   12. How would the results of this research influence funding policies for organizations?
 	
What are some of the policies that restrict funding for agencies?	

Part 3 – Recommendations and next steps

Questions	Answers/Notes
13. From your experience as a funder, what are some of the recommendations you have for good leadership, specifically in this context of ethnocultural communities? *Can you think of any specific strategies to enhance community leadership and why?*	

j) *What recommendations do you have for Multicultural Coalition?* *k)* *What recommendations do you have for service providers and institutional partners in helping community capacity building?* **l)** *What recommendations do you have for Policy makers and funders in enhancing communities to build community leadership?*	

Part 4 – End of discussion

Is there anything else you would like to mention / add to our discussion today?

Closing

These are all the questions we have. Thank you for participating in this discussion. Your thoughts, suggestions, recommendations will help the Multicultural Coalition in understanding the process of empowering communities with leadership models that will lead to stronger communities. In October or November, we will share the results of the research findings with you in a forum to get your feedback.

APPENDIX IV

Ethics Review Guidance

Ethical Considerations

These Ethical Considerations were drafted by the Principal Researcher and then reviewed by a subcommittee of CRAC composed of the Principal Researcher, a community animator, a university student, a university teaching assistant and a university research coordinator. After the subcommittee achieved consensus on the six considerations they were brought before the larger CRAC. The Ethical Considerations included below were approved by the main CRAC.

This is a community research that was designed to ensure community participation by being situated in the community. The research topic was of practical relevance to the community and is being conducted in community settings. The coalition is hosting the research ensuring equal representation of community members. The research is collaborative among community members, researcher and academic partners. There is equal sharing and control of the research agenda through active and reciprocal involvement in the research design, implementation and dissemination.

Although this research did not go through a Research Ethics Board review, it will adhere to ethical considerations outlined in the guidelines from Alberta Research Ethics Community Consensus Initiative (ARECCI) Ethics Decision-Support Tools manual developed by Alberta Innovates Health Solutions as the focus of 'A Project Ethics Community Consensus Initiative. The research design has covered the key areas of the guidelines as per the following answers to the guiding questions:

6 Ethical Questions

1. *How will the knowledge gained from this project be useful?*

Members of the ethnocultural communities in Edmonton expressed a need to address leadership in their communities from experiences of lack of community unity, political interests interfering with community development and breakdown in communication among community members.

After deliberations the CRAC in consultation with the wider community came up with the following goal that summarizes the problem they hope to solve:

This research project is designed to address leadership issues and perspectives by exploring experiences of different leadership models in community development and partnership enhancement among ethnocultural communities in Edmonton. The results of this research will be used to inform leadership development strategies that will guide policy support and program development to build and enhance the capacity of leaders from ethnocultural communities.

• *Why do you want to obtain the information (e.g., for the purpose of evaluation, decision making purposes, information)?*

    b) For the purpose of developing strategies that would build, enhance and strengthen leadership within ethnocultural communities

Who will benefit from this project (e.g., patients/clients, providers, families)?
The process and results will be useful to ethnocultural community members living in Edmonton. Community animators involved in the project's implementation will build their research and communication skills as they have been trained to assist the Principal Researcher with the facilitation of focus groups. The results of this research will be used to inform leadership development strategies that will guide policy support and program development to build and enhance the capacity of leaders from ethnocultural communities. Community leaders may use information from the research in making positive social change and to promote social equity. Members of organizations and governing bodies that work with community leaders may benefit through strengthened relationships with ethnocultural communities as a result of more effective community leaders.

How will you let others know about your results?

A sharing back event of the findings and recommendations with CRAC, community animators, partners and participants will be held in November, 2012 to get their feedback. The feedback will be incorporated in the final report which will have recommendations from participants. The final report will be posted on the Coalition website and shared with partners, funders and other stakeholders through email and hard copies, A booklet will be developed for community members.

    2. ***How will the described method or approach generate the desired knowledge?***

Promotion of the research project will be done through engaging community animators. Coalition information channels such as members meetings, via phone and emails will be used to reach members of the community. The purpose of this is to increase awareness of the research project so that more community members will provide their insights. This will build knowledge (research findings) that will be more relevant to the communities that the research is about).

Qualitative methods will be used to gather information and collect data to help answer the research question. This will include key informant interviews and focus groups. Key informant interviews will be conducted to obtain in-depth information from participants. Focus groups will generate more information and encourage discussions. Focus group interview will be conducted in 3 categories representing community level and institutional levels of participation:

        i) Community

        ii) Partners

        iii) Funders

To ensure inclusive participation, there will be representatives from all the 25 groups to participate in a total of 5 focus groups:

        Community Animators - 1 group

        Community members – 4 groups

The principal researcher together with trained animators will facilitate the data collection process. Trained note takers will take notes during focus groups. Translation will be provided for community members who may have difficulties understanding English. Animators will be available to do translation whenever calcification is needed in the mother tongue.

The research team developed research tools: questionnaires for interviews and focus groups. Open ended questions will be used and probes will be used to elicit more information from informants. Interview questions will address key areas of leadership, capacity building and partnerships. For community members and leaders, some of the topics covered will include experiences of leadership models in their own communities, barriers to good leadership in order to understand existing leadership needs, strengths, gaps and capacities. With appropriate probing, this process will generate the desired knowledge.

3. ***How will you ensure that the participant (or data) selection process is fair and appropriate?***

The Community Research Advisory Committee (CRAC) includes Community Animators who are themselves part of the communities that the research is about. These Animators were involved in the design of the strategy to select participants. We feel that their inclusion contributed to our effort to make selection a fair process.

Recruitment of participants is being done by simple purposeful random sampling method. Animators, staff and CRAC are reaching out to as many population groups as possible and recruiting by word of mouth. They recruit at community agencies, community events and accessible households. Participants are being selected to ensure inclusion of leaders and community members with the intent that they will articulate their experiences of leadership styles in their communities. Coalition uses community animation process to reach out to community members and through networks to partners. To avoid bias and ensure a fair process of selection the Coalition was open to all those willing to participate.

How to decide how many participants: CRAC made decision depending on time and budget.

Animators have been trained in the general research strategy, process and methodology. Training topics included Community research principles, project implementation plan, project deliverables and recruitment strategies for data collection. As part of their training, the researcher explained all the steps of the research project as outlined in the research design. After the training, animators will participate in a simulation process of the focus group questions. This will serve as a pilot of the focus group interviews. The trained animators are currently facilitating focus groups and key interviews with the researcher.

4. *What have you done to identify and minimize risks? Are the remaining risks justified?*

This is a minimal risk project where personal information is not being collected. However, potential benefits and risks are explained to participants. The questions are open-ended and participants are not coerced into answering questions that may put them at any risk.

5. *How are the rights of individuals, communities, and populations respected in this project?*

Prior to data collection, participants will be assisted in signing a consent form to show that they agree to participate in the research. Participants' identity will be protected. The information they will provide will be kept confidential. Participants will know that it is their right to withdraw from the research at any time.

6. *Is informed consent needed in this project?*

Yes informed consent is needed for this project because we are collecting information from individuals. A signed consent will guide this process after participants understand the consent form content. All data will be kept under lock and key and accessed with secure password on computer.

APPENDIX V

2012 Community research

INFORMATION SHEET & INTERVIEW CONSENT FORM

Title: Identifying factors that enhance community leadership: A capacity building research initiative
Sponsor: Family Community and Support Services (FCSS)
Agency: Edmonton Multicultural Coalition
Principal Investigator: Jacobet Edith Wambayi, PhD
Coalition Coordinator: Dianna Fondo, 780-760-1973
Community Research Advisory Committee (CRAC): Dr. Lucenia Ortiz, Helen Rugoiyo, Dianna Fondo, Joseph Luri, John Elliot, Dr. Saida Ahmed, Emma Wilkins, Abraham Namukoa, Rosslynn Zulla, Sharif Mohamed Haji, Dr. Yun Ghimn, Sanjaya Dhakal

This consent form is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more details about anything mentioned here or information not included here, please ask. Take the time to read this carefully and to understand any accompanying information. You will keep the original copy of this form. The facilitator will keep a copy.

What Is The Purpose Of The Study? This research process is rooted in community-based research principles that the Multicultural Coalition has supported over the years and is intended to address leadership issues and perspectives by exploring experiences of different leadership models in community development and partnership enhancement among ethnocultural communities in Edmonton. It is expected that the research will generate recommendations that will guide the direction for future community development. The research is guided by this overall research question: ***What factors would support leadership, enhance community leaders' capacities and strengthen intercultural partnership among ethnocultural groups and***

organizations in Edmonton?

What Would I Have To Do? Individuals who participated, supported, and were impacted by projects that the Multicultural Coalition implemented since 2003 are being asked to participate in a focus group or an individual interview. If you decide to participate in this study, the conversations will be audio recorded and recorded by hand to ensure data accuracy. The researcher will facilitate the focus group session and take notes along with a community animator. If the researcher is not available, a member from the research team will facilitate the session. All personal information will be removed.

What Are The Potential Risks? Participating in this study will require about 1 hour of your time. Some questions may make you feel uncomfortable. If you are upset by the questions asked, you are free to stop. You can also skip any question you don't want to answer. There is potential risk to you if the confidentiality of the information you give us were to be breached. As this is a group setting, we cannot ensure absolute anonymity and confidentiality as the researcher/facilitator will be unable to control what is said by individuals outside of that group. In the event of your withdrawal from the study, the information obtained from you at that point will be used for the study as it is impossible to remove individual contributions from group data. To protect your confidentiality, the information gathered at the interview will be kept on a numbered form that does not have your name or other identifying information. This information will be kept in a secure research office, and only authorized research staff will have access to the information. Confidentiality will be respected by the research team, and no information that discloses your identity will be released or published without consent, unless required by law.

Will I Benefit If I Take Part? We cannot promise any benefits to you from your participation in this community research process. Still, you may find it helpful to share your experiences with your peers and make suggestions for further community building and engagement. You may benefit from knowledge generated by this community-led research process.

Do I Have To Participate? Participation in this study is voluntary. It is your choice to take part in this research process. You can stop at any time and you may choose to withdraw from the focus group at any time. Any decision to not participate in this research project or to withdraw will have no effect on your privileges at the Edmonton Multicultural Coalition at which this study is taking place. You are under no obligation to participate in this study. If you wish to stop participating please inform the principal investigator or any member of the research team (CRAC) immediately. The research team led by Edith Wambayi and the Multicultural Coalition is still responsible, legally and professionally, for what they do.

Will I Be Paid For Participating, Or Do I Have To Pay For Anything? No payment is being offered.

Will The Results Be Published? In the event that the results of this study are published or presented at conferences, seminars or other public forums, no individual information or information that could identify you will be released. The results from this study may be used in future research and for training purposes and will be published but your rights will be protected in the future as they are now.

Consent

I acknowledge that the research study described above has been explained to me and that any questions that I have asked have been answered to my satisfaction. I have been informed of my right to choose to not participate in the study. As well, the potential risks, harms and discomforts have been explained to me and I also understand the benefits of participating in the research study. I understand that I have not waived my legal rights nor released the investigators, sponsors, or involved institutions from their legal and professional duties. I know that I may ask now or in the future any questions I have about the study or the research procedures. I have been assured that records relating to me will be kept confidential and that no information will be released or printed that would disclose personal identity without my permission unless required by law. I have been given sufficient time to read and understand the above information.

By signing this consent, I agree to participate in this study.

Contact Information: If you have further questions, concerning matters related to this research, please contact the project coordinator Ms Diana Fondo at 780 760 1973 Ext 102 or Edith Wambayi at 780 641 6402

I will be given a signed copy of this consent form.

X_____   _____   _____

Signature of Participant   Name (printed)   Date

_____   _____   _____

Signature of Interviewer/Principal Investigator/ Name (printed)   Date

Explaining Study