

## APPENDIX A

*English language Environmental Assessment Survey*

<http://www.hsph.harvard.edu/hphi/engsurvey.doc>

*Spanish language Environmental Assessment Survey*

<http://www.hsph.harvard.edu/hphi/spansurvey.doc>

## APPENDIX B

*English language Consent Form*

<http://www.hsph.harvard.edu/hphi/engconsent.doc>

*Spanish language Consent Form*

<http://www.hsph.harvard.edu/hphi/spanconsent.doc>

APPENDIX C

Multiple Language Form

Address \_\_\_\_\_  
Survey# \_\_\_\_\_

Spanish

Hola

Somos representantes de la junta de inquilinos de West Broadway y del centro de salud de la comunidad de South Boston. Estamos tomando una encuesta para enterar nos sobre los asuntos de salud en viviendas publicas.

Podremos regresar con un traductor para ofrecerle la opción de tomar la encuesta en español.

Si, Si por favor marque el bloque al lado de el Español.

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French

Salut,

Nous representons le comitee de l'Ouest Broadway et le Sud de Boston "Health Center". Nous faisons le questionne d'opinion pour savoir le problem de maison publique.

Est-ce que nous pouvons retourner avec un interprete pour vous demandez les questionnes?

Si, Oui, mettre un marque dans la boite acote de la langue que vous parlez.

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Vietnamese

Xin Kính chào Quý Vị.

Chúng tôi đại diện cho Tổ Chức West Broadway và Trung Tâm Y Tế Cộng Đồng South Boston. Chúng tôi hiện đang tổ chức 1 cuộc thống kê để học hỏi những vấn đề sức khỏe trong những khu nhà công cộng . Xin Quý Vị cho phép chúng tôi quay trở lại với 1 người thông dịch viên để nhờ Quý Vị giải đáp những câu hỏi trong bảng thống kê.

Nếu Quý vị bằng lòng cho chúng tôi quay trở lại, xin nhờ Quý Vị đánh dấu vào ô vuông để cho chúng tôi biết Quý Vị đang dùng ngôn ngữ nào

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Chinese

你好，

我們是西保圍工作小組和南波士頓社區健康中心的代表。我們想做一個調查問卷來瞭解公共房屋的健康問題。

我們可否帶同一個翻譯員來問你調查問卷內的問題呢？

若可以，請在你所講語言旁的方格內劃上記號。

## APPENDIX D: MODULE 2 FLIPCHARTS

### MODULE 2 FLIPCHART OVERVIEW [CHARTS 2-1, 2-2]

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*Part One:  
Welcome and  
Introductions*

*Chart 2-1*

#### **Welcome to the Community Organizing Session**

*Part One:  
Welcome and  
Introductions*

*Chart 2- 2*

#### **Participants Introductions**

- **Name**
- **Housing Project/Agency**
- **What motivates you to do the work in this project?**

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MODULE 2 FLIPCHART OVERVIEW, [2-3, 2-4]

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*Part One:  
Welcome and  
Introductions*

*Chart 2-3*

**Session Objectives**

**By the end of this session, you will be able to:**

- **Describe how community organizing can support the mission of the project**
- **Identify the potential role of individuals in organizing communities around health issues**
- **Identify issues in their communities that would benefit from a community-organizing approach**
- **Review community organizing concepts and strategies that support community empowerment around health issues**
- **Practice applying a community organizing approach to an identified issue**

*Part One:  
Welcome and  
Introductions*

*Chart 2-4*

**Agenda**

- 1. Welcome and Introductions**
- 2. Identifying Community Problems and Responsibilities**
- 3. Community Organizing in Context and Practice**
- 4. Summary and Closing**

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MODULE 2 FLIPCHART OVERVIEW, [2-5, 2-6]

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*Part One:  
Welcome and  
Introductions*

*Chart 2-5*

**Ground Rules**

- 1. Treat each other with respect and courtesy.**
  - 2. Listen to the person speaking and avoid side conversations.**
  - 3. Share airtime.**
  - 4. Keep all confidential discussion in this room.**
  - 5. Disagree in healthy ways and respect one another's opinions.**
  - 6. Affirm each other in our cultural and linguistic heritages.**
  - 7. Be on time.**
- 

*Part Two:  
Identifying  
Community  
Problems and  
Responsibilities*

*Chart 2-6*

**Mediating Structures**

**Institutions**

**Vacuum**

**Individuals**

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MODULE 2 FLIPCHART OVERVIEW, [2-7, 2-8, 2-9]

*Part Three:  
Community  
Organizing  
in Context*

*Chart 2-7*

**Community Organizing Is...**

**A planned collective activity that encourages participation by the members of that community in the decision-making processes affecting their lives. Simply, community organizing is working together to get things done.**

*Part Three:  
Community  
Organizing  
in Context*

*Chart 2-8*

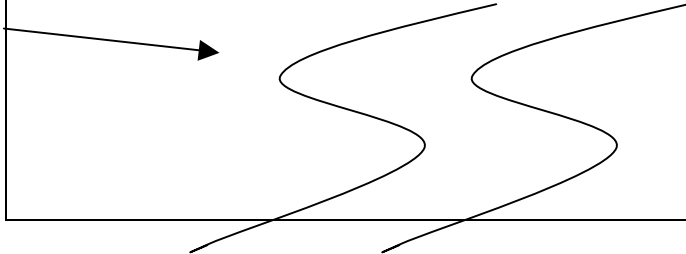
**Key Term Distinctions**

Service: **Solving others' problems**  
Advocacy: **Speaking on others' behalf**  
Community Organizing: **Participatory, organized action around issues**

*Part Three:  
Community  
Organizing  
in Context*

*Chart 2-9*

**High percentage of people crashing here**



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MODULE 2 FLIPCHART OVERVIEW, [2-10]

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*Part Three:  
Community  
Organizing  
in Practice*

*Chart 2-10*

**Method for Community Organizing**

- 1. Define the Message: What is the issue/message?**
- 2. Identify Constituents: Who must you speak to?**
- 3. Plan Outreach Strategies: How will you reach these people?  
How does communication happen in the neighborhood?**
- 4. Recruit New Members: List three (3) ways to get people involved.**

## APPENDIX E: MODULE 1 HANDOUTS

### MODULE 2 HANDOUTS

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*Description* This appendix contains the following handouts:

- Community Organizing
  - Defining Terms
  - Hannah Arendt's Civil Society vs. Mass Society
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## COMMUNITY ORGANIZING

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*Description* Community organizing is about building power among broad membership base –either individual or institutional– usually of low and very low-income people. The members provide the leadership, direction and troops for the organization’s activities. The group’s work is centered on issues chosen by the members themselves and focuses largely on subjects that affect a broad number of very low to moderate-income people.

Real changes happen when people take responsibility for –and take control of– the institutions that affect their lives, having a voice. Community organizing is about building that voice in a systematic, deliberate way.

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*What is  
Community  
Organizing?*

Community organizing is the process of:

- Building power through involving a constituency in identifying problems they share and the solutions to those problems that they desire
  - Identifying people and structures that can make those solutions possible
  - Enlisting those targets in the effort through negotiation and using confrontation and pressure when needed, and
  - The constituency democratically controls building an institution that can develop the capacity to take on further problems and which embodies the will and the power of that constituency.
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## COMMUNITY ORGANIZING, *CONTINUED*

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### *Operating Issues*

A good issue around which to organize:

- Is winnable
  - Builds organization
  - Unites people
  - Affects many people
  - Involves people
  - Is strongly felt
  - Is simple, and
  - Is timely.
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## DEFINING TERMS

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*Service* Someone (or group) solving the problems of another person, such as the welfare agency and the caseworker who visit the recipient.

*Examples:* health care, social work, crisis intervention, shelters.

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*Advocacy* A person speaks for someone else or for a group of people. Advocacy tries to change the way institutions work, sometimes operating without the knowledge of the person involved.

*Example:* lawyers.

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*Mobilizing* Usually concentrates on short-term issue(s) and does not attempt to build an organization. It may use the strategies and tactics of organizing.

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*Organizing* Means building organizations. Provides a way for people to solve their own problems.

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*Civil Society* The range of activities and institutions based on voluntary consent and association that helps structure public life and helps define us as members of the same communities (nonprofits, churches, unions, clubs, etc.).

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## DEFINING TERMS, *CONTINUED*

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*Advantages  
of  
Organizing*

- People learn to work together as a regular group to solve problems.
  - Builds continuity, as members and leaders gain experience from issue to issue.
  - Has an independent financial base (developed over time), as opposed to mobilizing, for which you *pass the hat* each time to get the needed funding.
  - Allow you to build into today's issues the issues you will tackle tomorrow, with each strategy adding strength to the next.
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HANNAH ARENDT'S CIVIL SOCIETY VS. MASS SOCIETY

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<i>Institutions</i>	Big government, corporations, media, labor, unions, etc.
<hr/>	
<i>Mediating Structures</i>	Neighborhood associations, churches, community groups, chamber of commerce, etc.

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<b>Civil Society</b>	<b>Mass Society</b>
Powerful Institutions  =  Mediating Structures  =  Individuals	Powerful Institutions  =  Individuals
<ul style="list-style-type: none"> <li>▪ Mediating structures can inform and check powerful institutions.</li> <li>▪ People identify problems and develop their own solutions through voluntary actions.</li> <li>▪ Individual has a means to be heard through voluntary associations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Powerful institutions have no check on them.</li> <li>▪ People look for scapegoats, “point fingers,” and expect authorities to solve society’s problems.</li> <li>▪ Individuals feel powerless, are isolated from each other, and lack normal social relationships.</li> </ul>

## APPENDIX F: MODULE 3 FLIPCHARTS

### Appendix G

#### MODULE 3 FLIPCHART OVERVIEW, [3-1, 3-2, 3-3]

*Part One:  
Welcome and  
Introductions*

*Chart 3-1*

#### **Welcome to the Leadership Session**

*Part One:  
Welcome and  
Introductions*

*Chart 3-2*

#### **Participants Introductions**

- **Name**
- **Housing Project/Agency**
- **Leadership vision: “If I could snap my fingers and change the world, my community would look like...”**
- **Leadership Values: “A leader is someone who...”**

*Part One:  
Welcome and  
Introductions*

*Chart 3-3*

#### **Session Objectives**

**By the end of this session, you will be able to:**

- **Articulate a personal vision of a healthy community**
- **Identify skills, behaviors, and characteristics of effective leaders**
- **Identify personal leadership principles, strengths and areas for development**
- **Respond proactively, by focusing time and energy on concerns that can be influenced and controlled**
- **Model leadership behavior through the development of leadership skills, characteristics and principles**

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MODULE TWO FLIPCHART OVERVIEW, [3-4, 3-5]

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*Part One:  
Welcome and  
Introductions*

*Chart 3-4*

**Agenda**

- Welcome and Introductions**
  - What makes a leader?**
  - Leadership Skills, Characteristics and Behaviors**
  - Leadership Development**
  - Summary and Closing**
- 

*Part One:  
Welcome and  
Introductions*

*Chart 3-5*

**Ground Rules**

- 1. Treat each other with respect and courtesy.**
  - 2. Listen to the person speaking and avoid side conversations.**
  - 3. Share airtime.**
  - 4. Keep all confidential discussion in this room.**
  - 5. Disagree in healthy ways and respect one another's opinions.**
  - 6. Affirm each other in our cultural and linguistic heritages.**
  - 7. Be on time.**
- 

*Review Arendt's  
Theory of  
Community  
Apathy*

*Chart 3-6*

**Mediating Structures**

**Institutions**

**Vacuum**

**Individuals**

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MODULE 3 FLIPCHART OVERVIEW, [3-7, 3-8]

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*Part Four:  
Leadership  
Theory in  
Practice*

*Chart 3-7*

**Stimulus** -----> **Response**

*Part Five:  
Leadership  
Development*

*Chart 3-8*

**Action Planning**

- **Set a Goal**
- **Develop Confidence**
- **Use Effective Effort**
- **Identify Supports**
- **Follow-up**

## APPENDIX G: MODULE 3 HANDOUTS

### Appendix H

#### MODULE 3 HANDOUTS

*Descriptions* This appendix contains the following handouts

- Definitions of Leadership
  - Leadership Action Planning
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## DEFINITIONS OF LEADERSHIP

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**Leadership is taking responsibility for the world around you.**

—Jill Kerr Conway, former President, Smith College.

**Leadership is an attitude that informs behaviors, rather than a set of discrete skills or qualities, whether innate or acquired.**

—Diana Lam, former Superintendent of Chelsea Public Schools.

**The Heart, The Head, The Hand**

**Heart: what I believe and value (personal vision)**

**Head: my mindscape for how the world works (theories of practice)**

**Hand: my decisions, actions and behaviors (what I accomplish)**

**The head of leadership is shaped by the heart and drives the hand; in turn reflections on decisions and actions affirm or reshape the heart and hand.**

—Thomas Sergiovanni, author of *Moral Leadership*

**A leader is one who sees the whole situation, organizes the experience of the groups, offers a vision of the future, and trains followers to be leaders.**

—Mary Parker Follett, Political Scientist/Management Consultant in the 1920s.

**To be a leader means, especially, having the opportunity to make a meaningful difference in the lives of those who permit leaders to lead.**

—Max Depree, Author of *Leadership Jazz*

## LEADERSHIP ACTION PLANNING

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### Introduction

*Leadership skills and qualities can be learned.* Developing new skills and qualities involve a *process* that takes *confidence* and *effective effort*. What contributes confidence and effective effort?

- Setting a specific and realistic goal.
  - Beginning with small steps –one at a time.
  - Taking models, but somehow challenging, risks.
  - Mobilizing support, from yourself and from others.
- 

### Instructions

The table below describes the steps for developing and Action Plan.

<b>Step</b>	<b>Action</b>
1	Identify two development goals –one skill and one quality– and make your plan for accomplishing them within a realistic timeframe.
2	Use the forms on the following pages to outline the steps you will take.
3	Finally, identify a partner with whom you will work on your development process and determine a timeframe for checking with each other.

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## Leadership Action Planning, *Continued*

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Goal 1: \_\_\_\_\_

1. How do you plan to develop confidence in your ability to reach this goal?
  
  
  
  
  
  
  
  
  
  
2. How can you apply the notion of *effective effort* to your development goal? What specific steps will you take?
  
  
  
  
  
  
  
  
  
  
3. How do you plan to mobilize support –from yourself, your peers, neighbors, other involved in the project, and your family?

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