

Module title	<b>MODULE II ASSESSING STRENGTHS AND OPPORTUNITES OF A CULTURAL COMMUNITY</b>
Unit title	<b>UNIT 4 -- IDENTIFYING KEY LEADERS</b>
Time needed to complete unit	<u>Community Organization Map</u> (15-20 minutes) <u>Community Positional Leadership</u> (20-25 minutes) <u>Volunteering Across Cultures</u> (10-15 minutes)
Why is this important to know?	Getting started in reaching out to a new clientele group often takes someone to introduce you and guide you in the right direction. Knowing how to locate, get to know, and relate to influential leaders in the audience/ group with which you seek to collaborate is critical to beginning to understand their culture. Each community is different but the principles of networking with key leaders are similar and useful across cultures. It is important to determine which other organizations and agencies in your community are already interacting this population and who are their contacts. The client group will have to understand the infrastructure of your community and who is considered a leader here. Leaders can be social, political, economic, religious, or have been there the longest or speak English. The concept of volunteering is also viewed very differently across cultures and must be approached differently than with our traditional community volunteers. These are all aspects of finding the best way to find collaborators and friends.
Objectives/Purpose	To assist you in identifying other agencies and programs interacting with your target audience/group. To assist you with a method to explain the infrastructure of your community and to better understand what motivates people to volunteer across cultures.
How to use this information	Initially review the information as a "way to begin" this challenging and important process of responding to the demographic changes in communities. This can shared with co-workers, staff, and then volunteers, and then collaborators in the community.
Supporting materials <i>(handouts, Power Points, activities, etc.)</i>	The lessons in this unit include primarily resources for the educator to learn and study at the introductory level. In addition there are linked references and handouts to be used in activities for those educators choosing to use this material with client audiences.
Additional resources, web links	Tools for Creating Healthy, Productive, Interracial/Multicultural Communities. <a href="http://www.projectchange.org/publications/toolkit.pdf">http://www.projectchange.org/publications/toolkit.pdf</a>  Cornell Cooperative Extension Diversity Website <a href="http://www.cce.cornell.edu/programs/diversity/audience.htm">http://www.cce.cornell.edu/programs/diversity/audience.htm</a>  CSREES International Extension website: <a href="http://www.csrees.usda.gov/qlinks/international/intl_activities.html">http://www.csrees.usda.gov/qlinks/international/intl_activities.html</a>

Unit title	<b>MODULE II</b> <b>UNIT 4 -- IDENTIFYING KEY LEADERS</b>
Lesson I title	<b><u>Community Organization Map</u></b>
Time needed to complete lesson	<u>Community Organization Map</u> (15-20 minutes)
Why is this important to know?	Identifying key leaders is very difficult. Before you directly engage leaders in the audience/group you seek, determine who is already collaborating with them. It is important to realize that although this cultural adventure may be new to us, there are others in our community who have experiences working with diverse clientele. Extension must to build bridges with other agencies and organizations interacting with the same cultural community. These may be non-for profit associations, foundations, religious groups, government agencies, school, hospitals, or social services. The important issue is that each of these organizations have talented people who can be an important contact and possible key leader for your efforts.
Objectives/Purpose	To assist you in identifying other agencies and programs serving the same group you seek to identify leadership and collaborate.
How to use this information	Complete the Community Organization Map for your community. <a href="#">(html or pdf linked here)</a> This is a tool to assist communities in identifying organizations serving a particular group/audience. Then it can define current relationships and potential future partners. Write the name of a specific community or group of interest at the top and then record the names of all organizations in your community collaborating with your interest group. On the diagram place organizations who serve this target group on the map with the most directed collaborators with this audience closest to the audience. Add all those interacting with this clientele somewhere on the map. Then draw a line in one color between those who are currently working together. Then draw a line between groups that represent potential partners in your community. and share with others as needed to validate.  Once completed, read article on building new community relationships <a href="http://www.cce.cornell.edu/programs/diversity/communityrelationships.htm">http://www.cce.cornell.edu/programs/diversity/communityrelationships.htm</a> before engaging the culture group leaders. Also refer to Module 4, "Building Community Leadership" for more details.
Supporting materials	The lessons in this unit include primarily resources for the educator to learn and study at the introductory level Community Organization Map handout <a href="#">(html or pdf linked here)</a>

**International Extension Curriculum: Strengthening Extension's Capacity for International Engagement**  
**<http://www2.ces.purdue.edu/iec/default.htm>**

Additional resources, web links	FirstGov en Espanol ( <a href="http://www.espanol.gov">www.espanol.gov</a> ) centralized collection government Web pages translated into Spanish, including the U.S. Postal Service, the Bureau of Citizenship and Immigration Services and the Department of Education.
References	Schauber, A. (2002). Working with Differences in Communities: A Handbook for Those Who Care about Creating Inclusive Communities. Corvallis: Oregon State University Extension Service

Unit title	<b>MODULE II</b> <b>UNIT 4 -- IDENTIFYING KEY LEADERS</b>
Lesson II title	<b><u>Community Positional Leadership</u></b>
Time needed to complete lesson	<u>Community Positional Leadership</u> (20-25 minutes)
Why is this important to know?	Clientele groups need to understand the infrastructure of their community and who is considered a leader there. Leaders can be social, political, economic, religious, or have been there the longest or speak English. The elected positions and the meaning of their titles and roles are very different than in other countries and may be unique to your area. If we are to assist clientele groups in strengthening their socio-economic position and resulting quality of life in our community, we will have to help everyone (including ourselves) understand the positional infrastructure of each community.
Objectives/Purpose	To provide you r with a method to summarize the infrastructure of the positional leadership within the community and communicate the meaning of the positions and their responsibilities to clientele, boards, co-workers, and other stakeholders.
How to use this information	Find the county or community leadership chart for your community and complete the positions appropriate to your community. Complete the Community Positional Leadership chart ( <a href="#">linked htm or pdf file here</a> ) Hopefully this information already exists in your community in a summarized form. List those important positional leaders in the community with whom the cultural group might interact or who provide critical services in your community.  Review the Local Government Roles and Positions Definition List <a href="http://www.ces.purdue.edu/anr/field/gob/financial.html#know">http://www.ces.purdue.edu/anr/field/gob/financial.html#know</a>
Supporting materials	Share Home Community Leaders Activity ( <a href="#">linked htm or pdf file here</a> ) with identified community leaders you have identified.
Additional resources, web links	University of Wisconsin Extension website: <a href="http://www.uwex.edu/ces/international/index.cfm">http://www.uwex.edu/ces/international/index.cfm</a> Welcoming New Iowans - <a href="http://www.bcs.uni.edu/idm/newiowans/PDFDocument/WelcomeNewIowans.pdf">http://www.bcs.uni.edu/idm/newiowans/PDFDocument/WelcomeNewIowans.pdf</a>
References	Engaging Minority and Culturally Diverse Audiences: <a href="http://www.joe.org/joe/2002december/tt2.shtml">http://www.joe.org/joe/2002december/tt2.shtml</a>

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<b>Lesson III</b> title	<b><u>Volunteering Across Cultures</u></b>
Time needed to complete unit	<u>Volunteering Across Cultures</u> (10-15 minutes)
Why is this important to know?	The concept of volunteering is viewed very differently across cultures and must be approached differently than with our traditional community volunteers. Volunteering is a cultural phenomenon of the United States that is defined differently in most other cultures. You don't just ask for "volunteers" in articles or brochures in other cultures, the key leaders are often found in churches instead of community organizations. The key leaders may also be those who have lived in the community the longest. Key leaders in Latino communities, for example, are often females in their 30's to 40's, or young educated men. Key leaders are developed through personal relationships, not through callouts or letters. Larger cities often have coalitions or business groups that have been developed, which can provide leaders and resources. .
Objectives/Purpose	To assist you in becoming more aware of the cultural perceptions and attitudes about being a key leader and volunteering for no money and without it being mandatory. Also, this unit will help you understand that we need to truly understand any population if we are to be successful in motivating them to volunteer.
How to use this information	Review resources and references and become aware of the research on what motivates Americans to volunteer. Become aware of the attributes of a key leader in our culture and in others. Make a list of the diversity in the volunteer base with whom you are currently involved.
Supporting materials	Know Your Customers and Their Community <a href="http://www.cce.cornell.edu/programs/diversity/unlockknow.htm">http://www.cce.cornell.edu/programs/diversity/unlockknow.htm</a> Diversifying the Volunteer Base: Latinos and Volunteerism <a href="http://www.joe.org/joe/2001august/a1.html">http://www.joe.org/joe/2001august/a1.html</a> Targeted Recruitment of 4-H Volunteers Involves Understanding Who Currently Volunteers and Why <a href="http://www.joe.org/joe/2004august/a6.shtml">http://www.joe.org/joe/2004august/a6.shtml</a>
Additional resources, web links	Handouts and Overheads at <a href="http://www.ces.purdue.edu/anr/field/gob/board.html#purposes">http://www.ces.purdue.edu/anr/field/gob/board.html#purposes</a> Purposes of the County Extension Board Tips for Locating Volunteer Board Members Tips for Attracting Volunteer Board Members Effective Boards and Committees

References	<p>Taking Spanish-Speaking Countries to the County Through School Enrichment Programs <a href="http://www.joe.org/joe/2004october/iw2.shtml">http://www.joe.org/joe/2004october/iw2.shtml</a></p> <p>Extension Agents as Administrators of Volunteers: Competencies Needed for the Future <a href="http://www.joe.org/joe/2004april/a4.shtml">http://www.joe.org/joe/2004april/a4.shtml</a></p> <p>Can Diversity Extend to Ways of Knowing? Engaging Cross-Cultural Paradigms <a href="http://www.joe.org/joe/2004april/a7.shtml">http://www.joe.org/joe/2004april/a7.shtml</a></p> <p>Youth Related Resources: <a href="http://www.cce.cornell.edu/programs/diversity/youth.htm">http://www.cce.cornell.edu/programs/diversity/youth.htm</a></p>
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