Leadership means ACTION

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Leaders can be remembered for many things – good and bad. Most want to have a legacy of positive contributions – for how they handled crises or events, for the new things they did or were done during their tenure, for their ability to inspire others and make the shared purpose of the organization better known to others, for expanding membership.

In the XXI c. leaders must know and understand media, technology and government - the power structures in a society. There are four types of power and leaders who recognize their differences can best gain support. Coercive power is what many experience when forced to do something. People do things because they are afraid for their safety or reputation. Enticement power can be exemplified by the promotion or bonuses that people receive for accomplishing something. Such incentives are often used to encourage people to work hard or try new things. Report cards or grades might be seen as enticement power. Exchange power can be seen in financial transactions. I give you money and you give me a service or product. You give me money and I do a job for you. The most productive form of power is integrative or collaborative power, another way of saying a win-win relationship. In today's society we must look for win win relationships so that scarce resources can be utilized to their maximum in the most democratic ways.

Four Types of Power

- Force (coercive)

- Enticement

- Exchange power

- Integrative or collaborative power

There are many **sources of power** within society as well. Anyone who makes decisions is a source of power. A politician who holds office holds power; when he resigns he may continue to hold power because of the contacts he has made and the influence he may have with a great number of other people, but if he does not remain active in decision making circles the number of his contacts (and influence) will diminish and so will his power. Celebrities in entertainment and sports hold power because they have influence. Their opportunities to be seen and heard through interviews and photos make them attractive as representatives of organizations or causes. Business owners or CEOs hold power because of the decisions they make about the direction that their business takes and the number of people whose livelihoods that direction influences. Anyone in the technology industry holds power because they have unique skills and understandings that most of society does not. Persons in positions of authority such as RCMP or police officers hold power because of the trust that the public has put in them to keep order and to protect them in times of disorder. For example, when a generator fails and the traffic lights do not work the police are sent to keep traffic moving and prevent accidents from occurring. Media people hold power because they have quick access to thousands, if not millions, of people and can learn and share the latest news, information and opinions very quickly and make many contacts. Today's leaders must know how to work with all of these groups – how to develop relationships with politicians, celebrities, CEOs, technology leaders and how to work with the media. Building future leadership means helping youth learn at an early age how to work with these groups as well, especially the media.

Media can be defined broadly as any form of quick mass communication - how to get a message to as many people as possible as quickly as possible. Media include:

- websites or blogs
- youtube clips
- radio interviews, hosting, or shows
- TV interviews, performances, or presentations

Other sources of power include **skills, knowledge and talents**. Every leader wants to help develop the capacity (i.e. skills, knowledge and talents) of the members of its organization and sustain them and their organization. Sustainability requires activity – people belong to an organization because it gives them an identity, a feeling of belonging, a sense of sharing something they find personally precious with others of equal mind, an opportunity to learn more about their interest and talk to others about it. The chart below lists characteristics of identity and gives examples from sports. Can you complete the third column by giving examples of how young people in your HL community form their identity?

Characteristics of identity	Example in sports	Example in your HL community
linking personal interests with others who share the same interest	I like football; you like the football. Let's watch a game together.	
spending time with others who share the same identity in fun and mutually beneficial ways	I'm having a Grey Cup party – would you like to come?	
being the same as some people and different from others	I go to hockey practice on Wednesdays; you have choir practice	
having visual symbols that represent one's identity	Face paint, banners, scarves, hats, jerseys with insignia	
having personal control over one's own interests	My parents enrolled me in hockey when I was 4, but now I play because I love it	

Because identity is deeply rooted in activity and how time is spent it is important to have special and fun events for youth in the HL community. Special events around annual holidays must be accompanied by additional events that are valued in society. Events and special projects require a funding base, especially if they are to be sustainable.

Finding funds

While money is scarce and difficult to acquire, funds are available IF you know how to find them. A number of organizations are open to granting funds to organizations, especially community organizations, but they require application forms, budgets, accountability and detailed evidence of success. It takes special skills and knowledge to complete a grant for funding.

In order to help HL schools increase their capacity (skills, knowledge and talents) to apply for external funding (and sustain their organization) IHLA is sponsoring a grant competition. Each HL school can apply for up to $500 to support a project that will promote the use of the HL in their community and link with local media. In order to build community support and keep the community abreast developments within the HL school, the project must also be supported by at least one other organization. The deadline for the competition is March 27. A committee of three will adjudicate each application. Successful grant projects will be announced in mid-April.

Learning to complete a grant application

Every worthwhile project takes time, effort and financial support to realize. Donors often give funds or materials in order to gain free publicity and a positive reputation for that support, but also want to have their name associated with a successful event. So they also want to have a clear picture of what they are supporting and confidence that the group organizing the event has the ability to really make it happen. Thus an application for funding will always ask for the following.

- Project title
- Project goals
- Rationale
- Measures of success
- Timelines
- Budget
- Collaborative partners

Further, an application also shows the potential funders the brains and braun behind the application. The clearer your application for funding is, the harder you have worked on it! Follow these steps to help you prepare your project!

Preparing a grant application

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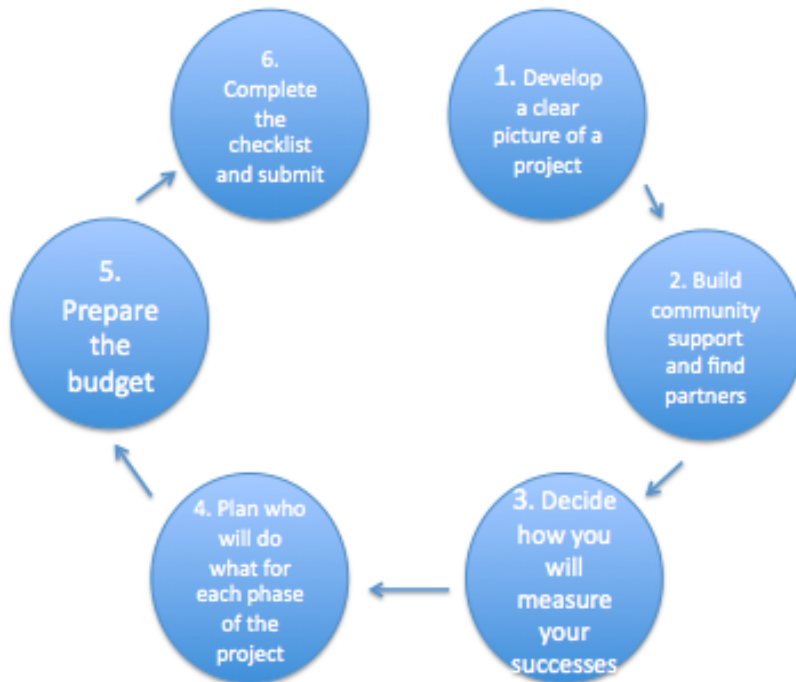
1. Develop a clear picture

Before you can develop a grant application form you need to have a clear picture of your project. What will you create or produce? For whom? How long will it take? What resources are needed to make it happen?

a. Close your eyes and imagine the END of your project. What do you see? What are people doing? What are the students in your community doing? What are they holding? Who is there to help them do what they came to do? What are these people doing? What are the teachers in your school doing at this event? The parents? Members of your community?

b. Tell someone in your community about what you imagine. After you have spoken they will tell you the following six things. If they are incorrect then please correct them:
   a. What is the project called
   b. When does the project take place
   c. Where will the project take place
   d. WHO is involved in your project
   e. Why you think this is a great project that will help the students in your community to use the HL and strengthen their identity
   f. How long will it take to organize and prepare for the project

c. Write a short paragraph about what you imagine will be the end product (event, publication) of your project. This will form your **rationale.**
d. Now give this paragraph a title. We'll call this a **working title for your project**.

2. Build community support and find funding partners

a. Who are potential stakeholders – parents, students, HL teachers, HL organizations? Whom will this project benefit? Whom will the project influence? Who might attend the event? Which community organizations could lend you moral support and expertise or talent? Can you call their executive and arrange to meet and discuss your ideas with them?
b. Who is a potential partner for this project (some group that will also benefit from it)? Does the partner group use the HL? If not, how will use of the HL be a priority in this project? Does the partner include other people from other age groups?
c. Are you trying to inform, educate or entertain? Increase awareness or attendance of the event? Build a base support from a specific audience? Facilitate good community relations?
d. How will you let others know? through marquees, school newsletters, church/temple announcements, and cable and commercial stations. . . . ?
e. How will you and your partners be contributing to Canada, Canadian multicultural identity and the development of your HL community?

Share draft copies of the project plan with team members and stakeholders, and gather their input. Don't wait until every section is complete before sharing the content, and your thinking, with others on your team and with stakeholders. The project plan will be a critical negotiation and communication tool for the project.

Be sure to create a *need for this project* within the team, executive leadership, and pertinent stakeholders (teachers, students. . .). by having them review drafts of the plan.

3. How will you measure the success of your project

Close your eyes again and imagine that you are at a community event one week after the event you are planning or one week after the product you are planning to create is released . What do you imagine hearing from people in the community about YOUR event? What are they saying? Of course, they are telling you that things were a success. How can you prove to funders that the event was a success AND that it met the goals you set?

a. Now think about and list the many reasons why the project is being proposed.   Do these reasons match what you imagined people were saying after the event or launch?

b. How will you measure the success of your project? How will you collect the proof or evidence? Feedback sheets at the event? A phone survey after the event? The number of people who attended? The number of things you sold? Write down your ideas.

4. Who will do what to make the project a reality

Any worthwhile project involves a lot of planning and preparation – who will do the work? It is helpful to create a **central team** made up of people with specific responsibilities. Each member of the central team is in charge of one or more of the following (or other) areas, may have additional meetings with his or her own committee and will have to submit a final report to the central committee. Remember that in addition to getting work done, each committee should have fun as well. Every minute spent on this project in a positive way builds positive identity toward the project and the HL community.
  a. Venue committee
  b. Program committee
  c. Donations committee
  d. Food committee
  e. Entertainment committee
  f. Publicity committee
  g. Volunteer management committee
  h. Clean-up committee
  i. Traffic and safety committee
  j. Invitation committee
  k. Thank you committee
  l. Report writing

** The details of your proposal will help the adjudicators of the grant see the depth of your understanding of how to make the event happen and influence the level of their support.

e. Divide your project into five phases and list the things that have to be done during each phase.

PHASE	What	By whom	When	How	Why
1. Testing the waters	Talk to people about your idea and gauge interest and support	leaders	Months before the planning begins	Personal contact	Without support of influential people an event will not be a success
2 – getting started	Decide where and when the event will take place and approximately how many people will participate	The venue committee will call numerous possible places to get quotes of prices and available dates	6-12 months (or more) before the event	By phone or personal contact	Cannot move forward or advertise without having a date and a venue that accommodates the approximate number of people you think will participate
3 - planning and preparing	What will each committee do	Committee members – parents, teachers	Through-out	Phone, in person, through committee work, with checklists	The behind the scenes work is what leads to a successful event
4 - The day(s) of the event	Who is responsible for what; Anticipate everything that could go wrong and develop a plan in case it does	Clean-up committee	Start hours before the official opening and end hours after the official closing	Being on site	
5 - after the event	Feedback from all parties; thank yous; report writing				Acknowledgement of EVERYONE involved builds respect and desire to help in the future; feedback helps to see how to improve on a future project and what skills

				might sill need to evolve within the community; all funders will require evidence of success, evidence that the intended goals were achieved and a final report and bank statement

5. Complete the budget:

When you have a clear picture of your final product or event AND you can see what needs to be done to make it a reality you are ready to prepare the budget.

Begin by listing the things you need and the costs of each thing according to each phase of the project. Be as detailed as possible e.g. printing, permits, insurance, speakers, food, supplies, security. . . You may consult some of the following sources for more help: http://www.trilliumfoundation.org/cms/en/html/GrantSeekers/RequestBudgetFormTipSheet.aspx?menuid=24

Phase 1 – Testing the waters (the costs associated with building support)

Phase 1 – Testing the waters ITEMS	People (you cannot charge salaries for your executive); Who/which committee will do this?	Materials-supplies costs (including, stamps, faxes) (you cannot charge for already existing equipment such as phones, fax machines, computers)	Cost
1.			
2.			
3.			
4.			

Phase 2 – Getting started (the costs associated with beginning the early phases of the project)

Phase 2 – Getting started	People (you cannot charge salaries for your executive); Who/which committee will do this?	Materials-supplies costs (including, stamps, faxes) (you cannot charge for already existing equipment such as phones, fax machines, computers)	Cost
1.			
2.			
3.			
4.			

Phase 3 – Planning and preparing (the costs associated with planning the event and publicizing it)

Phase 3 – planning and preparing	People (you cannot charge salaries for your executive)	Materials-supplies costs (including, stamps, faxes) (you cannot charge for already existing equipment such as phones, fax machines, computers)	Cost
1.			
2.			
3.			
4.			

Phase 4 – The event-product

Phase 4 – the event - launch of the product	People (you cannot charge salaries for your executive); Who/which committee will do this?	Materials-supplies costs (including, stamps, faxes) (you cannot charge for already existing equipment such as phones, fax machines, computers)	Cost
1.			
2.			
3.			
4.			
9.			

** Will you acquire revenue from this event? If so, from what sources? (e.g. sponsorship, ticket sales, donations, concession sales) How much do you expect?

Phase 5 – Reporting and acknowledging

Phase 5 – reporting And acknowledging	People (you cannot charge salaries for your executive) Who/which committee will do this?	Materials-supplies costs (including, stamps, faxes) (you cannot charge for already existing equipment such as phones, fax machines, computers)	Cost
1.			
2.			
3.			
4.			

Complete your application and budget according to the form provided by the grant givers. Review the checklist provided by the grant giver to be certain that you have included everything required, including signatures from individuals with authority in your organization. Be as thorough as possible; many grant givers will not even examine an application if it is not complete.

I hope that these tips about power, media, identity and funding will help you expand your vision of leadership in your community and help you tap into the creative talents of your membership to contribute to Canada's multicultural (and multilingual) identity.