

**LEADER
SALTA**
FACILITATOR'S
GUIDE

POWER



SESSION OVERVIEW

SESSION DESCRIPTION: This session will cover the role of power in winning environmental and social justice for environmental justice communities, how to assess an existing power structure and how to gain enough power to win. The first step of EHC’s Process for Action (analyze) will be introduced and the use of EHC’s power mapping tool in this process will be demonstrated.

CORE CONCEPTS:

1. **Define Power:** Resources + Action = POWER
2. **Acting together, we are powerful:** By building power individually and organizationally, we can win environmental justice
3. **EHC’s strategy to win:** EHC’s Process for Action provides a comprehensive mechanism for understanding the existing power structure and developing campaigns to shift the power and win justice for our communities

KEY DEFINITIONS/TERMS:

1. **Power** = Resources + Action
2. **EHC Members:** Individuals who contribute time and/or money to help EHC achieve environmental and social justice
3. **Goal:** The overarching, far-reaching outcome that we want to achieve
4. **Objective:** Measurable, concrete accomplishments which lead to the achievement of the Goal

Agenda

Section	Time
1. Review & Introduction	30 minutes
2. Power: What is It?	15 minutes
3. Building Individual Power	15 minutes
4. Building Organizational Power	20 minutes
5. Process For Action: Analyze	10 minutes
6. Power Analysis	50 minutes
7. Evaluation	10 minutes
Total Time	150 minutes (2-1/2 hours)

EHC VICTORY(IES)

FEATURED:

MMC Energy Plant
Permit for Expansion

ICON LEGEND



Show Slide

Marks which powerpoint slide corresponds to the curriculum



Post/Document

Denotes when something should be posted or a discussion should be documented and posted



Alloted Time

Shows how much time is allotted for each section in minutes



Tools

Lists the materials needed for a particular section



Activity

Shows when something is used for an activity

Power Session Toolbox

Click here for easy-to-reproduce handouts, activity materials, power points, and other documents for the session.

Power Session PowerPoint



Build-a-Leader Components



NOTEBOOK MATERIALS

Power Profile Handout



Power Equation Handout

Power Analysis Map

EHC Expanded Leader Definition

Session Evaluation

Comic Book Evaluation

RELATIONSHIP TO PRIOR SESSION(S)

Mission Statement – In order to achieve social and environmental justice, EHC needs enough power to win

Goals – Review goal for Alliances

Social Change for Justice – Review the need for a strong base

Leadership Definition – Understands Power, Researches Issues, Knows How to Win

SESSION CHECKLIST

Staffing needs:

- Facilitator
- Scribe (also serves as co-facilitator for Building Organizational Power Session)
- Co-Facilitator for Building Individual Power Section
- EHC Staff person familiar with Sample Power Analysis
- 4 EHC Leaders (one from each campaign or Staff) to facilitate Power Analysis break-out groups

Pre-Session Preparation:

- If Section I (Building Our Power Wall) is to be done in the parking lot, secure permission from building manager to block off a portion of the parking lot. Block off a 60' x 30' section with parking cones.
- Put colored dots on name tags (5 red dots, 5 black dots, 10 blue dots, 8 yellow dots and 2 green dots). This assumes 30 participants; if there are more or less, adjust the number of dots trying for the same proportion of colors.
- Prepare easel paper sheets for Section III – Power, What Is It?
- Print out large copies of blank Power Analysis for breakout groups
- Large banner or poster with Environmental Justice written on it

Equipment/other needs:

- Environmental Justice Banner
- Overhead projector
- Laptop computer
- Easel paper/markers for recording participant responses in various activities
- Markers and supply of large post-its for Power Analysis Activity
- Stickers/Dots

1 Review & Introduction

Total Time: 25-30 minutes *(depending on where activity is held - large area recommended)*

Participant Objectives:

1. Review prior session and understand connection to current session
2. Understand the relationship between personal actions and organizational power



Tools:

- » PowerPoint Slide 1
- » The activity requires considerable space. If weather is good and it is still light outside, ask participants to meet in the parking lot or large area.
- » A large banner with Environmental Justice written across it



HOUSEKEEPING

- a. When participants arrive have them collect their nametag with dots already placed on them.
- b. **Vote on best comic:** when participants arrive have them lay out their finished comic with their name written on the back. During dinner each participant will vote on the one they feel best represents the previous session.
- c. Post daily core concepts.

CLARIFY/ANSWER CONCERNS OR QUESTIONS

Ask participants if they have any questions/comments concerning the prior sessions. Ask other participants to help answer/clarify the questions.

MAKE CONNECTION BETWEEN PRIOR SESSIONS AND THE CURRENT SESSION

In the past sessions, several EHC victories have been discussed – shutting down Master Plating, getting the diesel trucks rerouted off of Cesar Chavez Parkway, getting Metales y Derivados cleaned up. This session will focus on how EHC and our Leaders got enough power to strategically win changes for our communities.

Icebreaker: Building Our Community Power Wall

- a. Go to an area where there is a large space available.
- b. Instruct every person to stand in one single line. (backs against the wall facing an opposite wall, or along a straight curb).
- c. The facilitator will read a list of statements that represent a manifestation of power. Instruct participants to take a step forward each time they hear a statement that is true for them.
 1. You know most of your immediate neighbors by name
 2. You have asked neighbors or friends to attend community events
 3. You are active in your church or your children's schools
 4. You know your city councilmember by name and can recognize his/her face
 5. You have called or written an elected official to share your concerns
 6. You have asked your friends and neighbors to sign a petition
 7. You have written a letter to the editor of a newspaper
 8. You have donated money, time, or food to a candidate running for elected office or to a non-profit organization fighting for justice
 9. You vote in every election
 10. You encourage your friends and family to vote
 11. You have testified at a public meeting or governmental hearing
 12. You know people who can influence those with decision power in your community
- d. Note the uneven level of "power" in the room. Ask people to hold hands; if anyone is too far back to reach their neighbors, they should take a step forward. Ask participants how it feels to be holding hands. Do they feel stronger as a group?
- e. Unfurl the Environmental Justice banner on the opposite wall. Ask participants "Is Environmental Justice is within your reach?" Ask participants to run/walk toward victory/ the Environmental Justice sign.

SUMMARIZE

- a. Everyone needs to take actions individually and collectively to achieve environmental justice. Just by holding hands, several participants took a step forward. As EHC Leaders, all participants will take many more steps forward, exercising more individual power and collective power.
- b. Ask participants to think about the following questions. Solicit several answers and indicate that this will be discussed later in this session:
 1. Is there a particular action you would like to take to which you answered no? Which one?
 2. What would help you to take that action?

RETURN TO CLASSROOM

Go to classroom (or return classroom to class layout) and continue with the next part of this session.

2

Power: What is it?

Total Time: 15 minutes

Participant Objectives:

1. Understand EHC's definition of power
2. Relate power to EHC's definition of a leader



Tools:

- » Three pieces of easel paper labeled: Resources, Actions, Power with the titles covered up; two smaller blocks of paper with a (+) and an (=) sign.
- » Power Equation Handout
- » PowerPoint Slides 2-4

NOTE TO FACILITATOR:

Be sure participants can not see the labels on the easel pages.

DISCOVERING THE EHC'S POWER EQUATION AND ITS RELATIONSHIP TO AN EHC LEADER

- a. **Resources.** Ask participants to say one word that comes to mind when they think about Power and write the responses on the RESOURCES sheet. **Additional Prompt:** What gives them or someone else power? **Some possible answers:** money, influence, people, knowledge, etc.
- b. **Actions.** Ask participants to talk about an action they have taken in any organizational campaign and write the responses on the ACTION sheet (for example, canvassing, phone calling, testifying, etc). **Additional Prompts:** Refer them back to the EHC Timeline and the issue that brought them into EHC. What specific actions did they take?
- c. **Power.** Ask participants what victories they have helped EHC or another organization achieve and write the answers on the POWER sheet.
- d. **Power equation.** Uncover the labels on the sheets and put the + label between RESOURCES and ACTIONS and the = label between ACTIONS and POWER. The power equation: Resources + Action
- e. **Compare to notebook.** Ask participants to look at the Power Equation handout in their notebooks. Compare the examples of resources on the easel paper to the hand out and point out some that are missing.



DEFINE ACTIONS

The effective use of resources to influence people

Provide some examples of actions: The people EHC is trying to influence include community members and decision makers. Actions include talking to people, getting them to sign petitions, going to hearings, writing letters, testifying, meeting with decision makers.



REVIEW DEFINITION OF AN EHC LEADER

An EHC leader is committed to making social change in his/her community to improve the quality of life and is willing and able to influence other community members and decision makers toward reaching that goal.

SUMMARIZE RELATIONSHIP OF POWER AND ROLE OF AN EHC LEADER

- a. EHC Leaders and members are its most important resource.
- b. The actions that the leaders take individually and together to influence others give EHC power.
- c. People power leads to achieving environmental justice.



3 Building Individual Power

Total Time: 15 minutes

Participant Objective:

1. Realize individual power and begin to cultivate power



Tools:

- » Easel paper
- » Power Profile Handout
- » PowerPoint Slides 5-6

RELATIONSHIP OF POWER TO SCFJ MODEL



- a. In Session I, EHC's Social Change for Justice Model was revealed. Ask participants if they remember what was at the bottom.
- b. Community members and allies are the source of EHC's power.



DETERMINING INDIVIDUAL POWER AND POTENTIAL POWER

EHC has developed a form to help individuals assess how much power they have individually and at the same time how much power they could have. It is called the Power Profile.

Individual Power Activity

- a. **Distribute and explain how to complete the power profile forms.** Post a large copy of the power profile. Resources are broken down into the following categories: people/relationships, information, money, and time.
 1. Go down the form line by line and answer the questions in the resource and the action columns. Put a check mark if the answer is yes, leave it blank if the answer is no or doesn't apply.
 2. Once all questions are answered, add up the check marks in each column. Then add the numbers in the 2 "yes" columns = your Power Number; add to that the number in the last column and you get your Potential Power.
 3. Allow 10 minutes for participants to complete the form.

a. Review results of Power Profile.

1. Ask how many participants had 10 or more yes answers in the Resource column.
2. Ask how many people had fewer yes answers in the Action column.
3. Ask what these numbers reveal. **Some possible answers:**
 - ▶▶ Everyone has some resources.
 - ▶▶ Everyone knows at least one person who might be interested in supporting our campaigns.
 - ▶▶ All have some experience taking an action; they wrote a letter, or signed a petition, or attended a community event or meeting.
 - ▶▶ People don't always use the resources they have to influence people – everyone has more potential power that can be used.
 - ▶▶ United, we have much greater power.

b. Relate back to opening exercise – Building the Power Wall. Solicit responses to the following questions:

1. Is there a particular action you would like to take to which you answered no? Which one?
2. What would help you to take that action?

SUMMARIZE

The Power Profile reveals how much power a person currently has, how much power they could have, and gives ideas to individuals of what they could do to gain more power. When individual power of EHC members is combined, EHC gains tremendous power and we can WIN! (But remember, that individually and organizationally, we need to use our power, or like a muscle, the power can waste away – use it or lose it!)

4 Building Organizational Power

Time Allowed: 20 minutes

Participant Objectives:

1. Define an EHC member
2. Understand the concept of strength in numbers
3. Develop confidence to recruit new members



Tools:

- ▶ Colored dots put on name tags
- ▶ PowerPoint Slides 7-8

EHC MEMBER DEFINITION

Facilitator discusses EHC's definition of a member and the process of member development



- a. **Define EHC Member.** A member contributes time and/or money to the organization to help EHC achieve environmental and social justice. Describe the EHC Membership Levels.



- b. **EHC current membership distribution. (Map of EHC's members):** A strong organization is built through its membership. Members are concentrated in our target communities, but include many from throughout the SD/TJ region who support EHC's mission. There are approximately 3,000 members.

Recruiting New Members

Each participant has a colored dot on their name tag.

- a. Ask the 5 Red dots to leave the room for a minute. A co-facilitator will go with them and give these instructions – they will have 5 minutes to recruit as many EHC members as possible by asking them to go to the front of the room. It's not a contest to see who can get the most people, but how many people the team can recruit, so they should develop a strategy. (Note: If the facilitator notices that participants are not being asked more than one time, she should tell the recruiters that this is not prohibited.)
- b. Give assignments to the others: The Red dots are going to ask them to support EHC by going to the front of the room.
 1. Black dots – say yes – go to the front of the room (5)
 2. Blue dots – always say no (10)
 3. Yellow dots – say no to first two requests, then say yes and go to the front of the room (8)
 4. Green dots – say yes, go the front of the room, then go back to your seat and say no to any other request (2)

- c. Bring the Red dots back into the room. They have five minutes to ask the other participants to support EHC by going to the front of the room. After five minutes, the red dots join the others at the front of the room. Count the number of people at the front of the room.
1. Ask participants what has happened to EHC's power. **Possible answer:** it's increased.
 2. Ask representatives of each color to say what their assignment was and why they might respond in the way they did in real life. **Possible answers:**
 - Black dots: Yes – believe in the cause, know the person asking, the person made a compelling case, it was an easy ask
 - Blue dots: No – Not interested, too many other commitments, may oppose position
 - Yellow dots: Eventually yes – they were too busy to listen the first times; now that they've heard it several times, they see how important it is; they see how many other people are at the front of the room and want to join
 - Green dots: Yes, then no – some people don't like to say no; they become too busy with other things
- d. One of the responsibilities of an EHC Leader is to recruit new members and the only way to do that is to ask people to join. Some people will say no – you may never know why – don't take it personally. Sometimes you have to ask them more than once. But if someone says "no, don't ever ask me again" we will respect the person's request.

NOTE TO FACILITATOR: *If participation numbers vary, wait to pass out colored dots until all participants arrive. Attempt to keep the same ratios when dividing the group.*

SUMMARIZE

- a. Thank participants for choosing to join EHC. Just like in the demonstration, they might not have said "yes" the first time, but eventually they did and by doing so they have increased EHC's power.
- b. It takes effort to build the EHC membership base.
- c. It takes effort to maintain and empower the base (will discuss this in next week's session on organizing).
- d. Refer back to activity in Session 1 about the missing pieces of the SCFJ model – what happens if the base is missing.
- e. It's worth it – it builds EHC POWER to achieve environmental justice.

5 Process for Action: Analyze

Total Time: 10 minutes

Participant Objectives:

1. Be aware of EHC's Process for Action (PFA)
2. Relate the analysis of power to this Process



Tools:

- » PowerPoint Slides 10-11

PROCESS FOR ACTION



EHC's members are its source of power, but how does EHC decide what it's going to tackle, know if it has enough power to win, and develop a plan of action? EHC's Process for Action (PFA).

- a. **Steps of the PFA.** EHC is disciplined and thoughtful. Once a problem is identified, usually by a member of the Community Action Team (CAT), it goes through these steps.
 1. **Analyze:** EHC and the CAT analyze the problem to make certain it fits in with our mission statement; set a possible goal, and determine what resources would be required to meet this goal; a research brief is prepared outlining the information currently known.
 2. **Decide:** Once the first step is done, the organization makes a decision – will it try to solve this problem. It may be an important problem, but not within EHC's mission; EHC may not think it can win at this time – not enough power or time or other resources. Sometimes, an intermediary goal is chosen.
 3. **Plan:** If EHC decides to move forward, EHC staff and leaders develop a plan to determine the organizing and advocacy strategies: Which tactics will be used? How long will it take? Who will do what?
 4. **Action:** The plan is implemented. A plan is only as good as the follow through.
 5. **Evaluate:** The team regularly evaluates its progress at Staff and Community Action Team meetings and makes adjustments.

ROLE OF LEADERS AND CATS

Leaders and CATs are part of this process. When a new issue is presented at a community meeting, the above process is used to decide if EHC will proceed.



ANALYZE STEP

Briefly explain the parts that make up the analyze step, and indicate that the group will focus on two parts of this: **Setting a Goal** and the **Power Analysis**.

- a. **Setting a Goal:** Once a problem is identified, a goal needs to be set. A goal is the overarching, far-reaching outcome that we want to **achieve**.
- b. **Setting an Objective:** Once the goal is agreed upon, a series of objectives are identified. Objectives are measurable, concrete accomplishments which lead to the achievement of the Goal. This may require additional research. (Example: If the problem is “lead in candy is poisoning our children” you may need to find out how the lead is getting into the candy. Who oversees or regulates candy? Are there existing laws?)
- c. **Conducting a Power Analysis:** Once the goal is determined, the team needs to decide if it has the power to accomplish the goal, and, if not, how they can get it?

SUMMARIZE

Taking action and building power needs to be strategic and starts with EHC staff and leaders developing a clear understanding of the problem and setting a clear goal.



6 Power Analysis

Total Time: 50 minutes

Participant Objectives:

1. Gain understanding of how a Power Map works
2. Practice analyzing power using the Power Map



Tools:

- » PowerPoint Slides 12-21
- » Power Analysis Maps (4 for practice groups), post-its and markers
- » Build-a-Leader Components for EHC Leader Definition



POWER ANALYSIS MAP EXPLANATION

One of the tools EHC uses to determine if it can achieve a specific objective is completing a power analysis map. Facilitator will explain the power analysis map, a demonstration of its actual use will be provided, and participants will then break up into groups to practice.

Explain the components from top to bottom, left to right.

- a. **Top of form.** At the top of the form there are three things:
 1. **Goal** – The overarching, far-reaching outcome that we want to achieve.
 2. **Objective** – Measurable, concrete accomplishments which lead to the achievement of the Goal.
 3. **Ultimate Decision Maker** – An **ultimate decision maker** has the power to make the desired change. It is the person or entity that has the last word on whether the change you are proposing happens or not.
- b. **Left hand side.** Down the left hand side are people/organizations in decreasing order of power
 1. **Individual Decision Makers** – If the Ultimate Decision Maker is not an individual, but an entity such as a City Council, the names of all individuals who are part of that body are listed.
 2. **Those with major influence or resources** – People or organizations that the decision makers listen to, who have a big influence on those making the final decisions.
 3. **Those with minor influence and resources** – These may be groups of people like churches or individuals who may have some level of influence over the ultimate decision makers.
 - » **EHC's goal for allies.** To work cooperatively to build effective local, state and national social justice alliances.
 - » For both major and minor influences it is important to consider EHC's allies. Who already supports EHC's position? Who could be moved to support it?
 4. **No influence** – At the bottom are those with absolutely no influence over the decision



makers.

- » Ask participants why this group would be included on a Power Map. **Possible responses:** These are the people who have historically been left out of the decision making process –EHC’s goal is to empower them; individually they may have little power, but united they can become a force.

5. **Columns.** The chart is divided into three columns representing the level of support for the goal the various groups might have, from **100 percent with your position** on the left to those who are **100 percent against your position** on the right. In the middle you have those who are **currently undecided**.



SIMPLE “FAMILY” POWER ANALYSIS ANALOGY

- a. Ask participants who makes the decisions in their family? Is it one person or perhaps two (mom, dad, mom and dad?)
- b. If one of their children asks for something, who do they go to? Do they go directly to the decision maker or to someone who can influence the decision?
- c. Who can influence the decision? Mom, dad, grandma, a brother or sister?
- d. Children know how to conduct a power analysis and influence others to help them get what they want. EHC Leaders need to learn how to do this to achieve the desired objective. As EHC Leaders, you will use the power map as a tool to help strategize who we need to influence in order to win.



POWER ANALYSIS MAP DEMONSTRATION

An EHC Leader or staff person will demonstrate the use of the Power Analysis Map in a recent campaign victory. Case Study: MMC Energy Plant Application for Expansion.



- a. **The Problem.** Describe the situation and why EHC opposed the expansion of the MMC energy plant.
 - » EHC opposed expansion because
 - » Located too close to homes (350’) and schools (1300’)
 - » Would increase pollution in an environmental justice community (81% of residents within 1 mile are people of color) with high asthma rates
 - » Violated Chula Vista’s existing General Plan and Zoning Regulations
 - » Not needed, no renewable energy analysis



- b. **Relationship to other current work.** As part of the “Analyze” phase, it is necessary to look at the big picture.
 - » EHC was also working to shut down the South Bay Power Plant (SBPP) in Chula Vista
 - » Opponents said without MMC expansion, SBPP would continue to be needed
 - » EHC was promoting a regional green energy strategy to meet current and future energy needs
 - » If MMC expansion approved, there would be less incentive to develop regional green energy strategy



- c. **MMC Power Analysis.** Explain the different steps, and briefly describe what the various players do.
1. Describe the **goal, objective, and ultimate decision maker**.
 2. **Individual Decision Makers.** The names of the California Energy Commissioners (CEC) appear, with James Boyd being in bold. Boyd was named as the Presiding Member. He was the one assigned to this petition and his recommendation would hold great weight.
 3. **Those with significant influence.** CEC Staff, Chula Vista City Council, MMC Energy, Chula Vista Chamber of Commerce, South County Economic Development Council (SCEDC). CEC Staff are important because they write up the analysis of the situation for the Presiding Member. They are also responsible for holding the required public meetings.
 4. **Individual Chula Vista City Council** members with likely positions. CV City Council is important because the CEC could take their position to be that of “the people.” [Note: Individual Decision Makers may change over the duration of the project and may require a new Power Analysis.]
 5. Those with **minor influence**, including EHC and Southwest Chula Vista Civic Association, two groups fighting the expansion.
 6. Those with **no influence**, including residents.



- d. **Who can be influenced?** Use this slide to show who EHC thought could and couldn't be influenced.
1. **Those who could be influenced**
 2. **Those who couldn't be influenced**
 3. **Those with potential for being influenced:** City Council
 4. **CEC Staff** (by forming good relationships, reviewing and critiquing their reports, by providing our own information)
 5. **Ultimate goal to move James Boyd and other CEC members**
- e. **Whose influence could be increased?** Southwest Chula Vista Residents by joining with EHC/Southwest Chula Vista Civic Association; and EHC/SWCVCA by gaining the support of residents and allies.



- f. **Opportunities for influencing.** Some of the opportunities for influencing those on the power map. Emphasize tremendous participation by community.
- ▶▶ CEC required to hold public hearings
 - ▶▶ Chula Vista City Council meetings
 - ▶▶ Presentations to other organizations
 - ▶▶ Media strategy
 - ▶▶ Meeting with other elected officials
 - ▶▶ Hiring experts to evaluate technical issues



- g. **Outcome:** MMC permit denied.
- CEC agreed with two of our main points:
 - Expansion would violate Chula Vista's General Plan and Zoning
 - There was insufficient evidence of the need for the expansion and they were chastised for not considering energy efficiency as an alternative to more energy generation
- h. **Summarize:** The power map is a very useful tool that can help the team become focused and more efficient. When all the major players are placed on the map, a course of action begins to be revealed. In next session, the MMC power analysis will be used to demonstrate how to build an effective message to shift the power to secure the MMC Victory.

THE ROLE OF MONEY



Earlier in the session, Power was described as Resources + Action, and some of the key resources were people, relationships, time, information, and MONEY. As seen in the above photos, a great many people contributed their time to this victory. But all of the organizing and advocacy efforts also required money and fortunately many of EHC members are able to contribute money in addition to their time.

- Hire technical experts to review documents
- Hire attorneys to represent EHC before the CEC
- Translation and child care for community meetings and trainings
- Print outreach material

EHC puts all donations to good use, and we invite you to become a contributing member. \$1, \$5, \$10 – every dollar adds up!

Power Analysis Map Practice

- a. **Instructions:** Divide the participants into three or four groups. Normally, this would be by campaign or Community Action Team (CAT), but if there are too many participants from one CAT, they can be subdivided to work on different campaign objectives. The goal, objective and ultimate decision maker will be pre-determined and each group will be facilitated by an EHC Staff person. Each group will get a large Power Analysis Map plus a supply of large post-its and markers. The groups need sufficient space to put up the power map.
- b. **Power Analysis Practice:** The groups have 20 minutes to complete the power analysis. Each group selects an assistant facilitator (person to help write out names on the post-its and put them on the map), a reporter and a time keeper. After 10 minutes, the time keeper should move the group on to the second part of the exercise, developing the action plan. The facilitator helps the group develop an action plan to get the Decision Maker to take the desired action: who needs to be moved, what actions (effective use of available resources) would move them.



SUMMARIZE

Ask the group to summarize what they have learned thus far mentioning the points below if they are not covered in the review.

- a. **Power mapping is a great tool** to help make informed decisions.
- b. **Sometimes additional research will be needed** to complete the power map [you may not know someone's position or if another group is willing to commit its resources to help]
- c. This is the time to **consider EHC allies**. Allies may have power to influence the decision maker (e.g. Labor organizations often are heavy political contributors and have the ear of many politicians) and/or members who can join in rallies and attend hearings. They may also have money that can be contributed to the effort.
- d. **Focusing on those players that are in the middle** makes more sense than trying to convince the die-hard opponents to move to our side.
- e. **Leadership Definition** – Ask participants to look at the expanded definition of an EHC Leader in this session of their notebook. There are several characteristics and responsibilities highlighted that relate to the Process for Action and Power. **Add Build-a-Leader components for each area.**



» CHARACTERISTICS

1. **Provides guidance** – important in the analyze and take action phases
 - a. Is able to synthesize diverse ideas from participants into plans for action
 - b. Can develop and implement a strategic plan
 - c. Contributes ideas, understands problems and identifies solutions
2. **Understands power**
 - a. Knows how to build power
 - b. Knows how to analyze power and design an effective strategy
3. **Enjoys learning** – Important for the evaluation phase
 - a. Knows how to lose and learn from errors

» RESPONSIBILITIES – important in identifying problems and supporting allies

1. Represents the interests of the community
2. Attends key community meetings
 - a. Listens and learns about residents concerns
 - b. Supports and participates with other community & social justice groups
3. Researches Issues
 - a. Collects information and researches topics
4. Knows or learns how to win
 - a. Develops and attends skill building, issue and other trainings
 - b. Understands power and politics

7

Evaluation

Total Time: 10 minutes

Participant Objectives:

1. Review and evaluate understanding of core concepts.
2. Evaluate the delivery of the content, information, activities and materials.
3. Understand preview of the next session.



Tools:

- Comic Book Evaluation
- Session Evaluation



EVALUATION

Pass out evaluation sheets for participants to fill out.

- a. Ask participants to take their time in filling out the evaluation, their input will allow us to continually improve the sessions.
- b. Thank participants for taking the time to fill it out, and we may use a quote from the evaluations in the SALTA publicity.

WRITTEN REVIEW

This week's comic book has 4 squares. Participants should fill in information on the following information.

- a. The most important resource they can contribute
- b. Who might they ask to become an EHC member?
- c. One of the things I've never done before was
- d. I could do that by

PREPARATION FOR NEXT WEEK'S SESSION

- a. In this session, the need to move people to support our goals and objectives was demonstrated through the Power Analysis Mapping exercise and some tactics were discussed about how to go about this.
- b. Next week's session will focus on the Messaging strategies EHC employs to move and convince people.