Training Manual

Indonesia Future Leaders Program:
Building a Generation of Transformational Leaders Equipped to Respond to Global Challenges
September 2013
Northern Illinois University
International Training Office
DeKalb, Illinois, U.S.A.
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PROFILES OF RESOURCE PERSONS

Chris Birks is the Assistant Professor of Journalism and New Media at Benedictine University in Lisle, IL. Professor Birks has been involved with the Philippine Youth Leadership Program at NIU since 2008. In 2011, Professor Birks, along with a group of other academics, journeyed to Mindanao where they ran a series of workshops for a group of the island’s future leaders. Professor Birks background is in media and public speaking; he was also a journalist for 20+ years before becoming a teacher.

Seemi Choudry is a nonprofit organization management professional. Seemi is connected with the Inner-City Muslim Action Network (IMAN) of Chicago, Illinois. She evaluates specific ideas, projects, and next steps to determine their fit with IMAN’s mission to serve, change and inspire local community. She studied at Loyola University of Chicago.

D-Nick The Microphone Misfit (Dominique Stockman) is a youth activist, theater director & Hip-Hop vocalist (rapper/MC) that does Hip-Hop lectures workshops and concerts throughout mid-west & abroad. He is an original member of FEW Collective along with Asad Jafri and Super Inlight. D-Nick has also toured Algeria with the U.S. Department of State doing what is called HIP-HOP diplomacy. D-Nick has released 2 independent solo albums Brace Yourself for the Impact & and highly acclaimed Graphic Novel which features the healthy eating anthem Abnormality. In April 2012 his group The Microphone Misfitz released the long awaited Escape from Babylon album that will come inside a comic book of the same titled Illustrated by John Park and written by D-Nick himself. D-Nick is also works with organizations like Columbia College Community Arts Partnership, Inner City Muslim Action Network (IMAN), Free Street Theater, Chicago Community Trust, Hip-Hop and Congress.
Andrea L. Guzman received her Master of Arts in Communication Studies from Northern Illinois University and currently is a PhD candidate and instructor in the Department of Communication at the University of Illinois at Chicago. Guzman’s research focuses on human-machine communication and cultural perceptions of technology, and she has presented her research at international and national conferences. She teaches courses on communication, technology, and journalism at several colleges and universities throughout the Chicago area and provides consulting services. Prior to her research and teaching career, Guzman was a newspaper journalist and earned several awards for her work.

Maria “Rai” Nihei graduated with honors from Northern Arizona University in 2004 with Bachelor’s degrees in Education and in History. From 2004-2006, she in taught in Gila (pronounced "Hila", but it was very gila) Bend, Arizona as the community service grant coordinator at the junior and senior high schools. In 2006, she decided to move closer family in Missouri and taught at-risk and homebound students in Springfield, Missouri. In 2008, she moved to DeKalb to get a Masters in History, with an emphasis in Global and Asian studies and a concentration in Southeast Asian Studies. While at NIU, Rai developed a love for the language and people of Indonesia and was able to spend a summer in Malang, Indonesia with the Critical Language Scholarship in 2011. She also had the thrilling opportunity to meet many young people of Southeast Asia while she worked with the Southeast Asia Youth Leadership Program 2009-2012. This and her recent publication, Rise of the Sarimanok (2013) - a history of NIU's Center for Southeast Asian Studies - demonstrate her abiding interest in transnational education and international exchanges.

Dr. Kendall Thu is a cultural anthropologist with specific interests in applied anthropology, food systems, public and environmental health, the anthropology of sports, North America, and Northern Europe. His research focuses on the relationships between industrialized food systems, the environment, public health, rural social dynamics, and state power and policy. He is currently Editor of the journal Culture & Agriculture, serves on the Board of the National Association for the Practice of Anthropology, and is a Fellow in the Society for Applied Anthropology. He has chaired the American Anthropological Association’s Committee on Public Policy, served on the Board and President of the Culture and Agriculture section, and served on the Executive Board of the Central States Anthropological Society. Professor Thu teaches courses in applied anthropology, medical anthropology, environmental anthropology, the anthropology of food, American culture, introductory cultural anthropology, and anthropology and human diversity.
Dr. Rey Ty received his doctorate degree from Northern Illinois University. The title of his dissertation was “Human rights, conflict transformation, and peace building: The state, NGOs, social movements, and civil society—the struggle for power, social justice and social change.” His first M.A. was from the University of California at Berkeley; his second M.A. from Northern Illinois University. Dr. Ty taught Political Science at the University of the Philippines from 1986 to 1996 where he also served as Assistant Chair of the Department of Political Science. He was actively struggling against the Marcos dictatorship and was involved in human rights and peace work, both with governmental organizations (GOs) and non-governmental organizations (NGOs). He was the Special Projects Coordinator, Technical Consultant, and later the first Director of the Public Information and Education Services of the Presidential Committee of Human Rights under President Corazon Aquino. During this time, he was a member of a core group that developed the strategic plan of the Commission on Human Rights and engaged in the organizational development of Amnesty International (AI) Philippines. Dr. Ty served as Vice-Chair of Amnesty International Philippines, Citizens Alliance for Consumer Protection (CACP), Defense for Children International Philippines (DCI), Ecumenical Movement for Justice and Peace, and Philippine Alliance of Human Rights Advocates (PAHRA). He also served as Director of the Human Rights Institute of the Task Force Detainees of the Philippines (TFDP). The United Nations invited him to be a “non-governmental individual” (NGI) in several international conferences held in Montreal, Canada (UNESCO), Bangkok, Thailand (U.N. Economic and Social Commission for Asia and the Pacific), Vienna, Austria (U.N. World Conference on Human Rights), and Kathmandu, Nepal (Human Rights Training for Public Offices and NGOs, organized by the International Institute for Human Rights, Environment and Development). Dr Ty was also a member of an international teaching team for the Centre international de formation pour l'enseignement des droits de l'homme et de la paix (International Training Centre for Human Rights and Peace Teaching) in Geneva, Switzerland, where he used English, French, and Spanish as the medium of instruction, to teach international human rights, international humanitarian law, and peace to teachers from all over the world. His education also includes certificate courses at the University of Paris, Sorbonne and International Institute of Human Rights, Strasbourg, France.
LECTURE NOTES

EFFECTIVE COMMUNICATION FOR COMMUNITY ORGANIZING
Chris Birks

What do these people have in common?

Mother Teresa  
Dr. Martin Luther King, Jr.  
H.H. the Dalai Lama

Answer - You've probably heard of them

Great ideas need to be shared to truly bring about change

Effective Communication for Community Organizing
or Public speaking to bring about change

Chris Birks
Benedictine University
cbirks@ben.edu

Public speaking anxiety

Public speaking #2 on the list of things we are afraid of

Guess what #1 is: Snakes!!!

Attributes of an effective speaker:

1. Confidence / Passion
   Talk about things we care about

2. Skill / Organization
   Learn the rules to break the rules

Public speaking pointers:

1. Be prepared and to the point
2. Have an effective delivery

Don't just read a speech. Deliver it!!

Preparing the presentation

1. Intro
2. Body
3. Conclusion

The Introduction

1. Get attention and interest
2. Reveal the topic
3. Establish credibility
4. Preview the body of the presentation

Tip: In a 10-minute presentation, this should take 2-3 minutes.
The Body
This is the bulk of what you are talking about.
It's the most important part
Organize the body around main points

Example: Today I'm here to talk about the Philippine Youth Leadership program. First I’ll talk about the activities, then I’ll speak about the participants and I’ll conclude by discussing what we learned.

Main points:
1. Activities
2. Participants
3. What was learned

Two popular ways of structuring main points in the body:

1. Chronological
   The main points follow a time pattern.
   Example: My trip to Haiti
   1. Preparing for the journey
   2. Arriving in Haiti
   3. Exploring Haiti
   4. Leaving to come home

2. Topical
   The main points are divided in a logical and consistent way.
   Example: Different baseball teams
   1. Chicago Cubs
   2. Detroit Tigers
   3. Los Angeles Dodgers

The Conclusion

1. Signal the end
2. Reinforce the central idea
3. Finish with a good ending

Tip: In a 10-minute presentation, this should take 1-2 minutes.

Simple outline for speech:

Introduction (transition)
Main Point 1 (transition)
Main Point 2 (transition)
Main Point 3 (signal)
Conclusion

Let's build a speech

Topic:
Tell us about your community project
(Remember the time limit)

Basic speech structure:
Introduction (transition)
Main Point 1 (transition)
Main Point 2 (transition)
Main Point 3 (signal)
Conclusion

Write an outline for a 2-5 minute speech (which you will deliver in small groups to your fellow program participants)

Remember: Keep speeches fun
Intro:
1. After 20 years, I needed a change
2. Left my job to get M.A.

Transition: I knew I wanted to be a teacher

Body:
1. Life as a journalist
   1. What I did
   2. Why I decided to leave
2. Life as a teacher
   1. First time teaching
   2. Future plans

Conclusion:
1. Restate two reasons - main points
2. Teaching story

Let’s take some time to write a speech outline

Basic Outline
(add detail to flesh out speech)

In conclusion, I’m happy to be a teacher

Extemporaneous Speech

A carefully prepared and rehearsed speech that is presented from a brief set of notes.

The speech is presented in a lively way; not rigid.

Delivery

Visual aids

Visual aids (like this PowerPoint presentation) help a lot

Showing photos and/or videos also effective

Always

Have a backup plan in case visuals don’t work

Always

Pointers

1. Think of yourself as a teacher when presenting.
   Self confidence is the number one way to improve your public speaking

2. Keep your speech short and to the point
   Be mindful of rambling on
**Tips for good delivery**

1. Use eye contact.
2. Use gestures that you are comfortable with.
3. Remember it's a speech, not a "chat." Err on the side of formality.
4. Talk from speaking outline, don't read word-for-word.
5. The biggest helper – rehearse your presentation.

**Conclusion**

1. Deliver your speech, don’t read it.
2. Organize the presentation with an introduction, body (with main points) and conclusion.
3. Rehearse speech before presenting.

**Workshop**

1. Rehearsal time
   Find somewhere to rehearse speech – 10 minutes

2. Speech delivery
   Break into 5 groups (4 people in each group) and deliver your speech

**Effective Communication for Community Organizing**

or

Public speaking to bring about change

Chris Birks
Benedictine University
cbirks@ben.edu
TRANSFORMING THE LEADERSHIP POTENTIALS OF YOUTH: YOUTH LEADERSHIP & CIVIL ENGAGEMENT

Seemi Choudry

I. IMAN’s/ PICO organizing model
   a. Providing direct services to people of color (esp. Arabs, Latinos, and African Americans)
   b. Creating healthy spaces where we can communicate across the cultural and social barriers society has created for us
   c. Using our events, dialogues and encounters with one another as a means to reclaim our identity eventually leading toward revindicating our rights as humans and as citizens of a global world
   d. Community Cafes, Muslim Run Campaign, Green-Reentry program, Takin’ it to the Streets 2010

II. What is Organizing after all?
   a. The world as is and the world that it should be exercise
   b. The different ways organizing can look like
   c. What it means to be an “organizer” in Chicago- Saul Alinsky, Barack Obama
   d. One-to-ones, names not numbers, face-to-face relationships, empowerment, agitation
   e. STORY: sharing story exercise

III. How we reach Advocacy: different forms
   a. The healthy spaces we create to establish cross-cultural, cross-generational and interfaith dialogue are a stepping stone in actually advocating the issues important to you
   b. The spaces help create a renowned sense of excitement, fervor and zeal that, together, help us reach a place where we can get out and attend rallies, meet with elected officials, stage direct actions, etc.

IV. Vision Stand
   • define three points that they will be judged on
   • the importance of having this down as TODAY’s leaders (not future leaders)
   • everyone can share their feedback during the remainder of the program

IV. Assets not burdens
   a. In order to fully realize our potential of people of color, immigrants, and the cross-cultural alliances and use that a place to build
   b. Not only power in numbers, but power in people who a connected to one another and believe in a diverse and tune global world
   c. Our call to serve comes from different places but we begin in a shift in mentality: we are assets and not burdens (example in the U.S.)
HIP HOP AND SOCIAL CHANGE
Dominique Stockman
Also Known as D-Nick The Microphone Misfit

What is “Hip Hop”?
- Music, Dance, Visual Art, Storytelling
- Transformative Culture
- “Healthy Independent People Helping Other People”

Elements of Hip Hop:

Elements of Hip Hop:
- DJing = Music
- MCing = Oral Tradition
- Breakin’ = Dance
- Graffiti = Visual Art
- Knowledge, Culture, Understanding

History of Hip Hop:
- Official start of Hip Hop: 1974, South Bronx, NYC
- Official start of Zulu Nation: 1973, NYC
- Origins are in indigenous cultures

Why NYC in the early ‘70s?
- Lack of financial resources
- Rise in gangs, violence, and crime
- Limited access to artistic outlets
- Post civil rights era
- Marginalization of Black and Brown populations

Eras of Hip Hop:
- Early Days, 1973 – 1979
  “Peace, Love, Unity, and Having Fun!”
- Commercial Success, 1979 - 1986
- Golden Age, 1986 – 1993
- Digital Age, 2000 - ?

Art in Action

Art in Action, Hip Hop & Social Change

- Hip Hop’s nature is to transform the condition of the people in a community. Hip Hop doesn’t exist without community.

- Hip Hop allows those with little resources or alternatives to transform what little they have into something much greater.

- Hip Hop principles and values, Hip Hop connecting the globe

- Hip Hop beyond a genre, can be a universal language. Can fuse together any other forms into it.
SOCIAL MEDIA AS TOOLS FOR ADVOCACY

Working Outline*
Andrea L. Guzman, M.A.
*A working outline is a living document subject to refinement or change

Note: Time will be allotted for a 10-15 minute break.

Part One: Understanding Social Media

A) Defining social media
   a. Technology
   b. People/participation

B) How social media works
   a. Networks – connecting people
      i. Kinesthetic activity: Students will learn about how messages pass through networks by arranging themselves into configurations representative of different networks and watching a message move through a network. (The message here will be symbolized by a ball of yarn/string).
      ii. Network analysis visualization
   b. Social capital – our actions
      i. Credibility
      ii. Reciprocity

Part Two: Putting Together a Social Media Campaign:

A) Core concepts of communication:
   a. Identify your potential audience
      i. General commonalities
      ii. Audiences within audiences
      iii. Collaborative activity: Students brainstorm possible audiences for their possible project
   b. Identify your message goals
      i. What do you want to say?
      ii. What is the best way to relate this information to the audience?
   c. Identify the best technology
      i. What technologies are appropriate for my audience?
      ii. What technologies are appropriate for my message?
   d. Identify your group’s capabilities
      i. What can we do with our financial resources?
      ii. What can we do with the time we can commit to the project
B) Reaching out to the external audience
   a. Developing an effective website
      i. *Activity: Students brainstorm different parts of a website for their possible project*
      ii. Core components (w/examples of strong websites)
      iii. Audience participation (w/examples of different options: blogs, comments, polls, )
   b. Telling stories through videos
      i. *Activity: Students discuss the type of videos they have seen identifying strengths and weakness Or Students watch an example video, identify what they like, don’t like*
      ii. The story
      iii. The people involved
      iv. Technical considerations
   c. Incorporating social-networking-sites (Facebook, Twitter, YouTube, etc)
      i. Sharing information from the website
      ii. Crafting stand-alone messages
      iii. Gaining and keeping followers
      iv. Interacting with the audience

C) Internal communication among group members
   a. *Activity: Students brainstorm different ways they can use social media to stay connected and move their project forward*
   b. Considering private versus public discussions
   c. Other resources

D) Ethics
   a. Truthful communication
   b. Copyright and content selection
   c. Privacy considerations
TELLING STORIES THROUGH VIDEO

What is the best way to use video to share your group’s message? Here are a few suggestions.

1.) **Focus on telling a story**: A story is about people and some aspect of their lives. It may be about a problem that people are experiencing or about how your group is helping people. The important part of your story is the people: What are people doing? What are people feeling? How can other people help? A good story provides information to the audience but also creates an emotional response.

2.) **Keep the audience’s attention**: How long or short should a video be? The answer is “long enough to effectively convey your message.” Audience attention is limited. Ask: What message do we want to convey with this story? If the story is about a problem someone is facing, then only focus on the most important and relevant parts of that problem. An effective story can be told in 15, 30, or 60 seconds. Consider this: most TV news stories are less than 1 minute. **Plan the story’s message and stay focused on that message.**

3.) **Technical considerations — video**: Keep the camera still: Do not shake or move the camera and avoid zooming in or out while recording. **Make sure the light is right**: You should be able to see the object you are filming clearly in the video. **Avoid distractions**: When interviewing people make sure nothing around them will distract the viewer.

4.) **Technical considerations — audio**: Make sure the sounds you want the audience to hear are clear. Background sound that helps to explain the scene is allowable, but the speaker should be louder than any other sounds. **Avoid distracting sounds such as noise from the camera, noise from mobile phones, or noise from the camera person!**

5.) **Editing**: Sometimes you will have to join together separate videos to create the final video. How should you arrange the different parts? Think back to telling a story. **There should be a beginning, middle, and end**. When determining file size, think about how people will view the video. Many people now watch videos on mobile media. Many editing or file sharing services provide choices for mobile viewing.

6.) **Sharing the video**: Create a channel for your group on a social media site such as YouTube. Share your videos using the online service. To post the video to a separate website, blog, or Facebook profile use the share or embed features from YouTube.

7.) **Remember**: The video doesn’t have to be perfect; it just has to tell a great story!

USING ONLINE RESOURCES FOR GROUP COMMUNICATION

Social media offers numerous ways for members of a group to connect online. But what is the best way to use social media for communication? This guide provides information for groups to consider when selecting a communication method.

Positive aspects of group communication via social media:
1) Members can easily stay connected with one another.
2) Members are more likely to see information about group activities.
3) Members can easily share ideas and relevant content.
4) Members can easily repost or share updates for others to see.

Negative aspects of group communication via social media:
1) Many social media posts are public for everyone to see, not just group members.
2) Non-members may not want to receive messages about the group’s planning and business matters.
3) Disagreements among group members on social media can reflect poorly on the group.
4) Discussion of future plans on public forums may bring unwanted opinions from non-group members.

Effective ways to use the internet for group communication:
1) Do NOT conduct business (discuss plans, goals, problems, etc) PUBLICLY on social media.
2) Consider using private communication options, such as Facebook’s message feature.
3) Consider using other web-based resources such as private online group forums or e-mail services.
4) Consider using secure and private online document sharing sites that allow members to access and edit documents.

Handout prepared by Andrea L. Guzman for the Indonesia Future Leaders Program, NIU, Sept. 6, 2013.
Social Media as Tools for Advocacy
Andrea L. Guzman, M.A.

Technology…

Networks
- The connections we share with other people: friends, family, school, places of worship, etc…
- The potential for sharing information is based on our network AND the networks of people to whom we are connected.
- Activity

and People
- Our connections to other people create networks for sharing information.
- Our participation strengthens these connections and helps to form new ones.

Participation
- The ability of the audience to interact with the information
  - Post a comment
  - Approve something ("like," "favorite")
  - Share a picture, video, link
  - Interact with the person/organization posting the content
<table>
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<tr>
<th>Participation</th>
<th>Social Media Plan</th>
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<tr>
<td><strong>Fundamentals of Comm.</strong></td>
<td><strong>Fundamentals of Comm.</strong></td>
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<tr>
<td>• Identify your potential audience</td>
<td>• Audience: the people you want to receive and act on your message</td>
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<tr>
<td>• Identify your message goals</td>
<td>• Who is my audience? What is their age, gender, geography, language, etc?</td>
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<tr>
<td>• Identify the best technologies</td>
<td>• Do I have more than one audience?</td>
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<tr>
<td>• Identify the group’s capabilities</td>
<td>• Activity: Identify your potential audience</td>
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<tr>
<td><strong>Fundamentals of Comm.</strong></td>
<td><strong>Fundamentals of Comm.</strong></td>
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<tr>
<td>• <strong>Message</strong>: the information you want your audience to understand and act upon</td>
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<tr>
<td>• What do I want my audience to know or do?</td>
<td>• Technology: the way you deliver the information to your audience</td>
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<td>• How do I adapt my message to my audience?</td>
<td>• What technology does my audience use?</td>
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<tr>
<td>• What is the best way to share the message with my audience? Text, picture, graph, video?</td>
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<td></td>
<td>• What technologies are best for my message?</td>
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<td></td>
<td>• Are there other ways of communicating with my audience?</td>
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Fundamentals of Comm.

- Group's capability: the actions the group can complete
  - What are the skills of our group members?
  - What access to technology do our group members have?
  - What are our financial limitations?
  - Activity

Fundamentals of Comm.

- These steps work together
  - Plans will be revised again and again
  - Consider audience, message, technology, and capability throughout the project
  - Start small and build with experience

Audience Outreach

- Audience outreach: Getting your message to the audience
  - Establishing and maintaining connections
  - Sharing information
  - Interacting

Audience Outreach

- Website/Blog: Why?
  - Central location for information
  - Consistent location for information
  - Group control of information
  - Audience credibility

Audience Outreach

  - Activity
  - About: Who we are and our mission
  - Financial: How we are funded, how we spend our money
  - News: What we have done, what we are doing now, what we plan to do
  - Issues: What we have to say about issues related to our cause

Audience Outreach

  - Contact: How to contact us, How to find us on Facebook, etc
  - Get involved: How to donate, How to volunteer
  - Links: Additional resources, information, related groups
Audience Outreach

- Website/Blog: Effective content
  - Focus on people!
  - Names and faces of group members, of people helped, of donors, etc
  - Current information
  - Engage
  - Consider how to incorporate voices of volunteers, donors, recipients

- Social Networking Sites (SNS): Facebook YouTube, Twitter etc.
  - About us: people, mission
  - Link to website/blog, other SNS
  - How to get involved/donate

- Gaining an audience:
  - Use the networks you already have
  - Online networks: Facebook, blogs, Twitter, etc
  - Offline networks: Tell people about your organization, post information
  - Use the networks of others
  - Get a friend or family member to share information
  - Connect with other organizations

- SNS: Possible message content
  - Updates from the website/blog; other SNS
  - Ex. New blog entry, new YouTube video
  - Organization news
  - Information on related issues
  - Involvement messages
  - Ask people to volunteer, to donate

- Gaining an audience:
  - Don’t forget about “old media”: TV, radio, print materials
  - Contact local news providers
  - Have someone with media connections contact news providers
  - Have patience
Audience Outreach
- Maintaining your audience: Involvement
  - Updating information/posting regularly
  - Avoid posting too much
  - Remember your limitations

Rules & Policies
- External:
  - When possible and appropriate, review content before it is posted
  - Routinely monitor blog comments (if not approved first) or Facebook comments

Audience Outreach
- Examples (TBD)

Rules & Policies
- External – Policies regarding audience members contributing content
- Internal – Policies for group members

Indonesia Future Leaders Program: Building a Generation of Transformational Leaders
Equipped to Respond to Global Challenges. DeKalb, IL: Northern Illinois University
**Rules & Policies**

- **External**: Linking to other organizations/sharing their information
  - Is this organization credible?
  - Does this organization reflect our values?
  - Would our followers benefit from this information?

- **External**:
  - If content has to be removed, state why
  - Do NOT get involved in an online argument
  - Block/report other users if needed
  - Offensive/Obscene content
  - Repeated attacks

**Rules & Policies**

- **Internal**: Group members
  - Who is allowed to post/edit information?
  - Can anyone in the group post content?
  - What is the process for approving messages, links, photos, video?

- **Internal**: Group members
  - What are the rules for using material (songs, art, video) created and shared by someone else?
  - Some countries have laws that require people to ask permission before using other's people work.

**Rules & Policies**

- **Internal**: Group members
  - Will members have to follow rules for their personal websites, Facebook pages?
  - Members actions reflect on organizations
  - Separate professional/personal pages

**Final Thoughts**

- Plan first, then act
- Start small, build upon your success
- Learn from others
- Perseverance and patience are important
References & Resources


Social Media as Tools for Advocacy

Andrea L. Gazman, M.A.
University of Illinois at Chicago
Workshop prepared for the Indonesia Future Leaders Program
Northern Illinois University
Sept. 6, 2013
The next few weeks will be very, very busy. Each day is filled with new opportunities to learn about people, places, and events and to hone your skills for the future. You will meet many different people that call the United States home.

### American Culture

**Survival Information**
- Greetings, addressing people, useful phrases
- Language and Body Language
- What to Wear
- Time
- Money
- Etiquette

**Cultural Information**
- Personality Characteristics
- Holidays

**Communication**
- Asking & Answering

**Final Thoughts**

### Some Ground Rules

- **Many Americans tend to speak very quickly.** If you do not understand what I have said or I said it too fast, please raise your hand and ask me to repeat what I said or to clarify.

- **Please take notes.** If you have questions about what I am talking about or other cultural questions, write them down so you can ask at the end of the session.

### Greeting & Addressing People

#### Formal Greetings
- These are used when you greet people in authority, such as professors, elders, etc. Also with new acquaintances.
- Use Mr., Ms., Mrs., Dr., or sometimes Professor.
- Often they will ask you to address them more informally, such as by their first name.

#### Informal Greetings
- These are used when working with a group of peers or friends.
- Often American teachers or other adults prefer to be addressed informally. Generally, they will let you know if they would prefer this.

### Some Greetings

#### Verbal
- “Hello, how are you?” and “Hey, what’s up?” are very common. These however are not really asking for much information. Generally, the responses are single words, like “Fine,” “Alright,” “Th,” etc.
- Sometimes, “What’s up?” is used to get more information, an update and is more informal.

#### Physical
- If you are meeting someone formally, you will shake hands. If you are not culturally comfortable shaking hands, let the other person know.
- More informally, Americans also greet with high-fives, fist-bumps, nods, and hugs. Sometimes they hug!
**Polite Requesting Something**

- **Be aware,** Americans often forget “please” but almost always say “thank you.”
- When you receive an answer or the help you are looking for, you should say “Thank you.”
- Generally, then the giver will say “You’re Welcome.”
- Be conscious of lines/queues for things or services, people will get upset if you try to “cut.”

**Body Language**

- **Thumbs up**
  - You like what has happened.
- **Thumbs down**
  - You reaction is negative, you really do not like what has happened.
- **Rolling your eyes**
  - Could be interpreted as a sign of disrespect.
- **Crossing your arms in front of you**
  - May mean you’re not listening to the person or do not think its important.
- **Nodding your head**
  - Can indicate that you are listening, but too much and it may indicate you are not listening.

**Personal Space**

- Personal space: area around your body in which you are comfortable, like a force field.
- People come into that space according to how well they know you.
- The better they know you, the closer they come to you.

- **Rule of thumb:** Keep an arm’s length from people you are not familiar with – just close enough for a handshake.

**Money**

- **Penny = 1¢**
  - Is the brown or reddish coin
- **Nickel = 5¢**
  - Is silver and the thickest and heaviest of the coins
  - Is larger than a penny or dime but smaller than a quarter
- **Dime = 10¢**
  - Is silver and the smallest and lightest coin

American money is not very foreign friendly or blind friendly. Our coins do not always say their value and our dollars are all the same size and color. This means you have to be careful when paying for items and receiving change (though people are not likely to cheat you).
Money

- **Quarter = 25¢**
  - Is silver and the largest around of the common coins.
  - Is useful for laundry and parking meters.
- **Half Dollar = 50¢**
  - Is larger than a quarter, but is rarely seen.
- **Dollar Coins = 100¢ = $1**
  - Oftengold in color with Sacajawea or a president.
  - More common in large cities and Washington, DC.
- Be aware of change machines at grocery stores and fast food restaurants.
- Ask for help if you need it.

Money

- **Dollars are currently changing colors and designs, so you may see more than one kind of $5, $10, or $20 notes.**
- These changes are meant to make the money harder to counterfeit.
- Many places will not take bills greater than $20 or $50.

Tipping

- Tipping, or offering a small amount of money, is customary for several services in the United States. Including:
  - “Sit down” meals - 15-20% of the total bill
  - If you double the tax, it's about the right amount
  - Do not leave small change
  - Do not tip for fast food
  - Do tip for take out
  - Baggage Handling - $1 per bag
  - Taxis - 15% of fare, but never less than 25¢

Drinking and Smoking

- While in the United States, the legal age for smoking is 18. Before this age you cannot buy or use tobacco products.
- The legal age for consuming alcohol is 21. Before this age you cannot buy or use alcoholic beverages and often time you will not be admitted to places where it is served, such as bars and pubs.
- There are a few other substances that may require ID for purchase, like spray paint or super glue.

Phone Calls

- When dialing other local numbers in DeKalb (that start with 815) from a landline on campus, you will need to dial 1 first.
- Do not call internationally from your hotel room without your phone card.
- If there is an emergency, the emergency fire department, police, and medical number is 911.

Perceptions of Americans

- From movies and media
  - How do they talk?
  - What do they look like?
  - What kinds of questions do they ask?
  - How would you describe them?
Perceptions of Americans

- How many of you have encountered Americans in your home countries?
  - Tell me about your interaction.
  - What did he/she look like?
  - What kinds of questions did they ask?
  - What surprised you about them?

American Characteristics

- Individuality
- Independence & Self-Reliance
- Punctuality
- Being Direct
- Physical Space
- Informality
- Competitiveness

The United States is made up of generations of immigrants and their descendants from all over the world. While there are certain characteristics that are considered "typical" of Americans, it is important to recognize that these are not uniform to every American.

Individuality

- Personal freedoms
- Individual Rights
- Individuality is the welcoming of personal differences
  - Gender, sexual, racial, and ethnic identities
  - Cultural upbringing and choices
- Success: Personal vs. Group
- Value less based on relationships

Independence & Self Reliance

- In the US, individuals are legally full adults at the age of 18.
- They alone are responsible for their actions.
- Individuals make decisions based on the decision's impact on that one person's life.
  - Choices of educational direction, career, life partner, even religious faith.
  - One might consult family or friends for advice, but the decision rests in the hands of that one person.

Punctuality

$$ \text{"Time is Money"} $$

- Time is important to Americans because it is linked to being efficient and productive.
- One must be on time for class, meetings, work, etc.
- Being late is an inconvenience to others and is disrespectful and/or rude to others.
Being Direct

- If you want something, ask for it.
- If you don’t understand, ask questions.
- If you want more information, just ask.
- If you feel insulted, speak up for yourself.
- Be direct and assertive, do not waste time.
- On the other hand:
  - Americans can be sensitive about the physical appearance, age, etc.
  - Do not ask a woman’s age if she looks over 20 or why she does not have children, if she thinks it is important she will tell you.
  - Do not use physical features like fat, old, race, etc. to identify people.

Physical Space

We already covered this!

Informality

- Americans tend to behave in classes, meetings, and even at work in informal ways
  - Speak out
  - Use casual language and tone
- They often address elders, parents, teachers, and supervisors informally
- Have less formality within families and come from informal families
- They tend to dress more informally, with teens (and many adults) mostly wearing t-shirts and jeans.

Competitiveness

- Americans put a lot of focus on achievement, and winning, in sports, school, whatever...
- Americans can be overly competitive...
- ...but, many are good with teamwork and cooperation (schools often focus on group work and working together)

Noisiness and Joking

- Americans can be very loud and rambunctious
- If an American says something you find troubling or offensive, let them know. They may be joking or may have another meaning altogether.
Culture Shock

- Three phases
  - “Honeymoon Phase”
  - “What am I doing here?”
  - “I’m going to be all right.”

Some notes

- The Midwest is known for its friendliness and hospitality, so expect that people want to help
- Americans talk freely about politics, social issues, money, and many other topics, so if you have a question about something you have seen or heard, just ASK!
- If you are uncomfortable talking about a subject or doing something, say so. It is okay to say NO.
- While racism is less common, it still around. If you feel like you are mistreated, say so.

Final Thoughts

- Keep an open mind.
- Be willing to share your own experiences and culture with different people you encounter.
- Be ready to learn.
- Be proud of who you are and where you come from, while being respectful of others who do not share that heritage.

Selamat Datang di United States

A “Crash Course” in American Culture and Intercultural Communication
What to Do?

- Meet with Illinois Environmental Protection Agency (IEPA), present the facts, offer to collaborate in enforcing Clean Water Act permits for CAFOs.
- They’ll do the sensible thing, right?
- WRONG.
- WHY?

Enforcing the Clean Water Act?

- U.S. EPA National Headquarters
- Unprecedented political interference
  - Direct orders from Cheney

  "...So between shutting down actions against CAFOs and the stumping of the rules and funding, many people within the IEPA have lost the political will or have become ambivalent because of their powerlessness."

  "...That is something that is very difficult to talk about because this issue is a 'political hot potato' and I don't want to pose a risk to my job."

Making Change Happen: Where do you start?

- Policy (in traditional Western sense)
- Private sector
- News media
- Grassroots mobilization
- Public education
- Legal/court pressure
- Leveraging points in the state system
- AND research.

Start from the Bottom

- Connecting impacted communities.
- See Website: www.iccaaw.org
- Citizens have powers under the Federal Clean Water Act that they’re not aware of!!

Legal Maneuvers and the State

- Enforcing the Clean Water Act
- Legal/court pressure
- Leveraging points in the state system
- AND research.

The Chicago Tribune

State of the People

Motor Vehicle Operations

Tribune Company

Tribune Freedom Operations

Tribune Company

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Tribune Information Services

Tribune Information Services

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Our Leverage

- Our petition affects all Clean Water permits for ALL industries (municipal wastewater treatment, coal) not just CAFOs.
- Other industries don’t want the Feds taking over the program—they’ll provide additional pressure to get the CAFO program in order.

Community Partner Water Monitoring Sentinels

CAFO Water Monitoring Project

- Monitoring procedures:
  - Potentially once or twice a month & when weather conditions and/or activities at CAFO justify.
  - Website master data log & reporting procedures.
  - All permit compliance test strip results.
  - Plants w/ base lines & discharges.
  - PDC COC form on Field Sampling Data log submission when sampling.
- Interpreting preliminary test strip results:
  - Ammonia (5 or >) = discharge
  - pH (<6 or >7) = discharge
  - Nitrate/Nitrite (10 or >) = enter ↑PH or ↑Ammonia – discharge
- Filing complaints:
  - If discharge, call & on line complaints w/ IEPA (with documentation)
  - IECA Coordinator contacttributing to complaints w/ Region 5

Clean Water Act Petition: Chronology of Events

March 2006
- First Public Hearing in Bloomingdale: Advocacy to Advance the VEEPA program: 60 CFR 136.
- VEEPA is under the Clean Water Act program approved under the Clean Water Act.

June 2006
- VEEPA is under tight deadlines.
- July 2006
- Recomendation that VEEPA would move forward with the project.
- August 2006
- A second recommendation for VEEPA to move forward with the project.

December 2006
- Recommendation that VEEPA, moving forward with the project, meet criteria for compliance with the Clean Water Act.
- January 2009
- Project petition submitted with additional information indicating that criteria have been met.
- March 2009
- Project petition is approved by EPA for the Clean Water Act.
- May 2009
- Project petition is approved by EPA for the Clean Water Act.

February 2009
- EPA VEEPA Implementation Agreement being negotiated.
- February 2009
- First negotiated draft of VEEPA VEEPA Implementation Agreement being negotiated.

Research: CAFO Water Monitoring Project

- 12 Monitoring Sites Originally Selected for Project
  - Rock Island, Henderson, McLean, Schuyler, Ogle, Rock Island, Mercer, Jo Daviess, Sangamon, Brown, McHenry, Woodford, Peoria, Knox
  - 1 on deck (Sangamon)

New Developments

- Additions to Henderson County
- Additions to Jo Daviess County (now Jo Daviess/Stephenson County)
- Selecting new facility for Woodford County (soon to be Tazwell County)

Where We Are

- Aerial reconnaissance: [www.lighthawk.org](http://www.lighthawk.org)
  - Next Tuesday: anyone have a high resolution digital camera with mega-zoom!
  - Waiting for final meeting with EPA Region 5 in response to our petition.
- Final report in response to our petition later this year.
- Lots of work ahead.
  - Always looking for volunteers!!

Making a Difference

- “What ICCAW is doing in Illinois can be a model monitoring program for the rest of the region”
  - Eric Schaeffer
  - President, Environmental Integrity Project
  - Former Head of Enforcement for Federal EPA

- “You guys got your shit together, it’s amazing what we’ve accomplished in one year.”
  - Coal
  - ICCAW Community Member from Henderson County

The Environment

- “If you drive a Prius and eat meat you’re leaving a bigger carbon footprint than a vegetarian who drives a Hummer.”
  - Sol Tax, Chair, AAA Task Force on World Hunger
  - 2009 Society for Applied Anthropology Conference

“...without addressing the inequities and imbalances in our food systems, any hope of real social and political equity, as well as environmental stewardship, are likely impossible for any society.”

Kendall Tho
Dept of Anthropology
Northern Illinois University
## DEVELOPING AN ACTION PLAN FOR A COMMUNITY PROJECT

Rey Ty

### Action Plan

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