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Cape Verdean Associative Leaders:
Influence as Path for Social Change

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Abstract

This study is about Cape Verdean associative leaders and how the empowerment and participation processes contribute towards the development of the relational capacity in order to become agents of influence on the understanding and action in the community power structures of the community as a whole.

We organize this study in three chapters: Leader's avenues and the welfare of the group, Leader's involvements: Goals and leadership of the group and Leaders as systems visionaries: Interdependency building.

We define two research questions which are: How the leaders, in being leaders, contribute to the welfare of the group? and How the leaders in their ongoing activities connect, relate and impact other organizations in the community?.

As expected outcomes, we intend to conclude that Cape Verdean associative leaders relational capacity is determinant to exert influence in the community power structures of the community as a whole.

Keywords: Cape Verdean associative leaders, Group, Agents of influence, Community power structures

Resumo

Este estudo aborda os líderes associativos Cabo-Verdianos na Área Metropolitana de Lisboa e pretende explorar como é que os processos de empowerment e participação contribuem para o desenvolvimento da sua capacidade relacional de modo a tornarem-se agentes de influência no que diz respeito ao entendimento e acção nas estruturas de poder na comunidade, vista como um todo.

Nós organizamos este estudo em três capítulos: As aberturas dos líderes e o bem-estar do grupo; Envolvimentos dos líderes: Objectivos e liderança do grupo e Líderes como visionários do sistema: Construção de interdependências

Foram definidas duas questões de investigação: Como é que os líderes, enquanto líderes, contribuem para o bem-estar do grupo? e Como é que os líderes, no decorrer das suas actividades, estabelecem, relacionam e fomentam impactos noutras organizações da comunidade?

Como resultados esperados, pretendemos concluir que a capacidade relacional dos líderes associativos Cabo-Verdianos é determinante para exercer influência nas estruturas de poder da comunidade, vista como um todo.

Palavras-chave: Líderes associativos Cabo-Verdianos, Grupo, Agentes de influência, Estruturas de poder na comunidade.

Introduction

This study is about Cape Verdean associative leaders in the Metropolitan Area of Lisbon and how the empowerment and participation processes contribute towards the development of the relational capacity in order to become agents of influence on the understanding and action in the community power structures of the community as a whole.

The reason why we choose this theme has to two aspects. First, the institutional relations that we have with Cape Verdean teachers and colleagues who fostered our attachment to this group. Secondly, a personal interest on leadership and how its developments promote the empowerment of the group. None previously studies saw Cape Verdean associative leaders from this perspective. This study intends to provide a valuable contribute toward the understanding of their contributes to both Cape Verdean community and Portuguese society.

We organize this study in three chapters: Leader's avenues and the welfare of the group, Leader's involvements: Goals and leadership of the group and Leaders as systems visionaries: Interdependency building.

In Chapter 1 the focus is providing insights on how leaders are able to build avenues to promote the welfare of the group. We describe the components of Emotional Intelligence presented by Goleman (1998): *Self-Awareness*, *Self-Regulation*, *Motivation*, *Empathy* and *Social Skill* (Goleman, 1998). Through this description, we explain the role of emotions in order to understand leader's attitudes and behaviors.

In Chapter 2 we offer a more detail explanation of Empowerment and how it fits into the leaders' involvements and actions, which must envision future interdependencies building in the community contexts.

According to our perspective, leader's personal structure is a powerful platform sustained by transformational goals, achievements, appealing factors and strategic partnerships tailored to engage people in their efforts to bring about change. Leaders forge new empowering dynamics in society.

Empowerment is directed toward leader's context of participation which is the neighborhood association.

Neighborhood associations are enablers of civic participation, which create the ground for leaders to improve and develop their capacities, acquiring "*big picture*" knowledge (Wandersman & Florin, 2000; Berger & Neuhaus, 1996). An ecological approach suggests that leaders do have a saying in the definition and design of community strategy concerning the goals and leadership of the group, whose scope of influence is the neighborhood association and its system boundaries (Kretzmann & McKnight, 1993; Rich, Edelstein, & Hallman, 1995; Kaye, 2001; Portney & Berry, 2001).

Leaders, who through a common strategy, possess the knowledge and who are able to control and manage the resources from an inside-out perspective do foster the development of a competent community, with a stronger organizing capacity (Ornelas, 2002; Speer, 2000; Zimmerman, 2000b).

In Chapter 3 we highlight leader's transformational capacity to develop inputs for their community endeavors. We start by describing the leadership styles which are interlinked with the emotional intelligence components mentioned above.

Secondly, we explain the characteristics of Transformational Leadership: *inspirational motivation; idealised influence; individualised consideration and intellectual stimulation* (Lourenço and Ilharco, 2007; McGuire & Hutchings, 2007; Smith *et al.*, 2004).

Leaders guide and are guided through their emotions, which represent the platform to involve, achieve and transform their realities and the realities of their followers. Collective vision represents the central spectrum of action from which involvements are visualized and partnerships merged. We pay particular attention to the development of a collective vision and its importance for the promotion of the group as a whole.

Since collective vision embraces the future and leadership requires sustainability to pursue, we approach Mentoring through the concept of Youth-Adult partnerships are a valuable source of knowledge for both youth and adults that "(...) *aims to bring together diverse youth and adults with the aim of making key decisions, as a group, through the use of democratic and consensus processes*" (Zeldin, Petrokubi & MacNeil, 2008, pg. 263).

Our research goal is to understand how the empowerment and participation processes contribute towards the development of the relational capacity of the Cape Verdean leaders to become agents of influence on the understanding and action in the community power structures of the community as a whole.

We define two research questions which are: How the leaders, in being leaders, contribute to the welfare of the group? and How the leaders in their ongoing activities connect, relate and impact other organizations in the community?.

This research is qualitative based on an interview guide with open and close questions. This interview guide was developed as a result of 10 year documentation study about African American leaders on the south side of Chicago, Illinois (USA).

As expected outcomes, we intend to conclude that Cape Verdean associative leaders relational capacity is determinant to exert influence in the community power structures of the community as a whole.

1-Leader's avenues and the welfare of the group

“The struggle is my life”

Nelson R. Mandela

1.1- Defining leadership in the community contexts

Forward-thinkers, sharp-eyed, intellectual capable and mostly hardship-breakers are the core attributes when it comes to define leaders. Their intellectual structure derives from personal and daily struggles to develop and implement inputs towards the achievement of continuous breakthroughs in their community endeavors.

They, indefinitely, question the contexts and its bounding forces, herein community power structures. Strongly acknowledged should be the relationships established by the leaders within and between their various contexts of participation and what contributes are retrieved from, in benefit of the welfare of the group.

Empowerment of the group is their core business. Thus, an active search in understanding how the practice becomes fully operational in its several domains is crucial, which requires a thoroughness of all perspectives. José Mourinho argues that *“one of the secrets is to be able to systematize well the things that are fundamental”* (Cit In Lourenço & Ilharco, 2007, p. 92).

Leader perception of effectiveness in his/her work with the association and consequent impact on becoming an influent member of its community could only be achieved through a strong commitment to the growth of the group by engaging all the individuals in the change process, building the foundations for a collective vision.

As the above descriptions indicate, leaders do not stand alone. His/her continuous quest for the righteous is anchored on those they seek for support and advice; on the events, places and persons they contacted with that influence their personal experiences and ideologies, which in turn will motivate and determine the scope of their transformational goals, boost their hope to overcome the constraints ahead and inspire the involvement of future leaders.

As James Kelly (2006, pg. 84) writes “*It is one thing to mobilize citizens to fight for a cause; it is another to mobilize citizens to develop plans and actions to guide their own future*”.

In this major paradox is anchored the essence of a leader and its capacity to build his/her environment. Struggling for a cause, although deemed to be considered, demonstrates a more sporadic participation from the individuals while developing a plan and an action embraces the construction of a collective vision, therefore defined objectives and outcomes, strong knowledge of the community power structures and mostly important a group of individuals who share and uphold those same interests as he argues. Nevertheless, leaders never exclude fighting for a cause. Instead they do integrate it into a continuous and structured plan, thereby their authenticity is revealed.

Given leader’s personal path and contexts of participation, a concept must be outlined which is Authenticity. The Oxford Advanced Learning Dictionary (p.88) defines Authenticity as the “*quality of being genuine or true*”. Considering the interactions occurred in the community endeavors, Lourenço and Ilharco (2007) describe Authenticity as the capacity to define and pursue a personal path by empowering our goals and leveraging our strengths toward the desired outcomes.

The leader’s project is framed in the extent of its interactions, which are a determinant aspect of its *savoir-vivre* and *savoir-faire*. Actions become more real, more reachable. The leader is able to center itself in the context.

They are the heart and soul devotees of a cause, which is their project. Finding their path clarifies and potentiates their involvements. Based upon Zimmerman (2000a), individuals who experience a feeling of psychological empowerment will eventually achieve community and organizational empowerment. A more deeply description of these three levels shall be presented in chapter 2.

Involvements can be compared with a spider’s web. There is always the first impact that establishes the contact. As it grows, the web gains new ramifications, becoming more complex. As you enter the web push you to the inside, creating a sense of “thirst” of knowledge. Knowledge attracts action and when you notice, an overwhelming feeling of attachment connects you with a certain context, making impossible the no involvements.

The leader has to step up, confront and choose the future, questioning the social unquestionable (Lourenço & Ilharco, 2007; Kellogg Foundation, 2001). As James Kelly (2006) said “*taint what you do, it’s the way that you do it*”, that makes all the difference.

Notwithstanding, there is a concept associated with leadership which is emotional intelligence. Daniel Goleman (1998) defines it as “*the sine qua non of leadership*”.

The author’s characterization shows the essential role of emotions on building readiness to bring about change through involvement and engagement of individuals toward the growth of the group as a whole, observing that intellectual and technical skills *per si* do not provide a complete understanding of leadership.

The framework here provided is not meant to establish direct connections, but insights about leaders, their roles and actions in the contexts. Emotional intelligence allows us to contextualize leaders’ attitudes and behaviors. This framework is supported by five Components: *Self-Awareness*, *Self-Regulation*, *Motivation*, *Empathy* and *Social Skill* (Goleman, 1998).

Self-Awareness translate the mental and social structure of the leaders when it comes to direct their personal capacities to achieve goals and concrete objectives. A noteworthy aspect should be the power of interactions, namely events, persons and places in the definition of the leader, what he/she stands for and what he/she believes in. Altogether, intrinsically promote the emergence of an active and entrepreneur citizen with a strong sense of “*know thyself*” as described by the author (Goleman, 1998).

Viewing leaders from this light excel their transformational strength to input relational attributes into their involvements. Being involved in the associative life represents a constant and daily learning of their personal capacities to grasp challenges and feel inspired to touch others in pursuing their aspirations and dreams.

Considering that the path ahead is not always easy, that lack of support is actively present and that relevance tasks requires full commitment of the leader toward the growth of the group as a whole, a strong sense of hope should be empowered by the leader.

The definition of a personal vision is a powerful avenue stimulated by the leader, that unquestionably requires hope and optimism to gather supports around, so that the group is better able to cultivate and visualize their personal capacities toward the desired goals. In this sense, *Self-regulation* is about adjusting to the context, through the structuring of a mental strategy, materialized in an open-minded posture as Goleman (1998) suggests. Their role is crucial to promote the empowerment and motivation of the group and eagerly uphold a sense of hope.

When working with group performance, establishing transformational goals and getting people involved to reach those same goals allow energy to be freed up toward group outcomes. According to the author, the focus on *Motivation* should be on achieving and optimism. As a result, motivation is driven by a burning issue that potentiates leader's involvement within the bounding forces of the system, above mentioned as the community power structures.

It must be considered that leaders' involvements are always present in their lives. Having an active participation in associative life represents continuity in their path. It is part of their personal and social structure to contribute and dedicate themselves to a project whose goal is the growth of the group as a whole. This act is called "*Servant-Leadership*" (Foster, 2000; Spears, 2005; Smith, Montagno & Kuzmenko, 2004; McGuire & Hutchings, 2007; Liden, Wayne, Zhao & Henderson, 2008).

Going forward, to understand *Empathy* and its implications for practice we have to pay attention to the expression "*Put yourself in somebody shoes*". *Empathy* goal is to highlight the objectives and leadership of the group by facilitating and giving support to individual's performances and their emotions (Goleman, 1998; Kellett, Humphrey & Sleeth, 2006).

Kellett *et al* (2006) and Lourenço and Ilharco (2007) call our attention for the importance to consider two facets of leaders which are task oriented and relational oriented. Building relationships is essential to establish connections and promote exchange of resources and ideas which enhances task performance and leadership of the group by facilitating the development of collaborative efforts among community endeavors.

Thus, there are two distinguishable aspects that deserve our attention when approaching empathy.

Collaborations between grassroots leaders and elite leaders require the ability to master both empathies. Given their endeavors, perceptions about participation can be seen from different perspectives, which can cause misunderstandings and consequently diminishing engagement efforts.

Another example to consider is Youth-Adult Partnerships which are a valuable source of knowledge and continuous learning that are extremely important to assure the sustainability of leadership. Continuous participation of young people requires involvement in activities/areas of their own personal interest, on which they participate in all phases of decision-making processes (Zeldin,). As such, empathy is seen as crucial to promote empowering mechanisms of participation that values the potential and skills of young people.

Following this line of thought, the author argues that relationship building is the supreme goal for *Social Skill* development, whose scope of action is centered on how interdependencies can be created and sustained in order to support the goals and leadership of the group.

Awareness about the community power structures and their internal functioning whether related with legislation approval concerning migration and integration, whether about who is responsible for dealing with a determinant issue and provide answers toward and/or being in a position to influence decisions constitute an important caveat that has to be considered when establishing strategic partnerships aimed to build community power.

If the former components of emotional intelligence don't support each other, it's not possible to achieve the promotion and leadership of the group. The practical outcomes, writes Goleman (1998, pg.95), are: "*effectiveness in leading change, persuasiveness and expertise in building and leading teams*".

As we have seen emotions are important players in our daily lives, having an important influence in how we perceive, support and act upon a situation and/or a person. It determines the success of teams and projects. Individuals must feel touched and empowered by the leader's words and actions, which are determinant in excelling group motivation (Rappaport, 1985).

Emotions are incorporated in every actions, objectives, appealing factors, achievements the leader puts forward in his/her commitment to promote the growth of the group as a whole.

A noteworthy concept introduced by Goleman, Boyatzis and McKee (2007, pg.25) is *Primal Leadership*, which considers that “*the emotional role of the leader is primal—that is, it comes in first place and in both ways. It’s the first act of leadership and, at the same time, the most important one*”.

The way a group and/or a team are managed and its emotions are dealt and conducted determines the involvement or no involvement of the individuals. Building a culture of success involves positive emotions. What makes leaders moving and leading crowds are the emotions.

Consequently, positive emotions produce resonance and on the other hand negative emotions give place to dissonance (Goleman, et al, 2007; Lourenço & Ilharco, 2007). The leader is, in the best position, to promote the inner and outer development of the individuals in the group.

The reason why leaders have this tremendous impact is due to what the authors suggest as open circuit. Emotions strongly influence the interactions occurred at the community endeavors which are transmitted from one person to another, acting in synergy.

Following Rappaport (1985) description above, empowerment has a tremendous power in capturing positive emotions. Those who are influenced can easily be noticed by their personal strength to build a highly capacity to transform and achieve outcomes. For resonance to be produced between individuals in the group, leaders must lever both rights and needs so that task and relational performances are ennobled and collaborative solutions are fostered (Rappaport, 1986).

Goleman *et al* (2007) and Lourenço & Ilharco (2007) conclude that optimism promotes cooperation while negative thoughts are responsible for diminishing emotional intelligence, which is interlinked with the capacity to establish social relationships. We can say that “*great leaders emotion us. They burn our passions and inspire what’s the best in us*” (Goleman *et al*, 2007, p. 23).

To support the above description, we have to pay attention to the concept of Charisma. We didn’t considered pertinent for this study to approach in a more deeply way the elements that foster the environment for charismatic leadership as well as the characteristics that define the charismatic leaders.

Several authors define *Charisma* as the ability to catalyse energy to the group and organize that same energy in function of the desired outcomes (Lourenço and Ilharco, 2007; Klein & House, 1995; Bono & Ilies, 2006).

As an act of leadership, relationship building captures and releases the energy to the group, focusing the promotion of the whole. As previous mentioned leader do not stand alone. Thus, the fulfillement of expectations and goals require participation of and dialogue with the group, herein the neighborhood association.

Klein & House (1995) observe that both leader and group must uphold the same set of goals and desired outcomes to produce positive effects. Furthermore, charisma provides the supportive structure for transformational leadership and is intrinsically linked with two of its characteristics which are *idealized influence* and *inspirational motivation* (Lourenço and Ilharco, 2007; Bono & Ilies, 2006). We shall return to this matter in chapter 3.

As such, relationship building must also be understood in the context of involvements regarding how they are structured in light of the goals and leadership of the group. It is important to describe how involvements and participation in the community endeavors evolve so that a more deeply portrait of leader’s avenues and welfare of the group is reflected.

2-Leader's involvements: Goals and leadership of the group

“My basic sense of it has always been to get people to understand that in the long run they themselves are the only protection they have against violence or injustice. People have to be made to understand that they cannot look for salvation anywhere but to themselves”

Ella Baker, a civil rights leader *Cit In Kelly, J., G. (2006, p. 14)*

2.1- Leadership, Empowerment and Participation

Leader's involvements and consequent actions must envision future interdependencies building in the community contexts. Their personal structure is a powerful platform sustained by transformational goals, achievements, appealing factors and strategic partnerships tailored to engage people in their efforts to bring about change. Leaders forge new empowering dynamics in society.

Contexts are the central focus of empowerment. The situations and resources available determine whether an individual feel more empowered or not, in a timely perspective (Zimmerman, 1995; Zimmerman, 2000a). This construct requires us to become “*ecological thinkers*”, paying attention to the interactions that occurs in the contexts (Kelly 2000; Speer, 2000; Kieffer, 1984), based upon collaborative and creative solutions (Ornelas, 2002; Riger, 1993; Deutsch & Coleman, 2000).

Moreover, a divergent thinking should be endorsed to promote the participation of all stakeholders in the planning and implementation of problem-solving strategies, since community issues embraces and requires different points of view and perspectives (Rappaport, 1986; Kieffer, 1984; Watts, Trickett & Birman, 1994; Foster-Fishman, Cantillon, Pierce & Egeren, 2007a).

Empowerment has several definitions. The Cornell Empowerment Group (1989, *Cit In Zimmerman, 2000a, p. 43*) says that “*Empowerment is an intentional, ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources*”. For Rappaport (1984, p. 3), “*Empowerment is viewed as a process: the mechanisms by which people, organizations, and communities gain mastery over their lives*”.

In order to explain the way the sociopolitical proceeds is key to give an overview of how empowerment practices operate. According to Zimmerman (2000a), Empowerment can be analyzed in three levels: *Psychological*, *Organizational* and *Community*.

Neighborhood associations provide the environment and means to address community issues, which are intrinsic in the interactions that take place in the community endeavors between individuals and groups. Once interactions promote the development of patterns of interdependencies, it is vital to understand what potentiates the first involvements in community activities.

According to the author, a determinant aspect to highlight is critical awareness which regards the analysis of the sociopolitical sphere wherein the leader acts. Furthermore, Watts, Griffith and Abdul-Adil (1999) consider that “*sociopolitical development is the psychological process that leads to and supports social and political action*”.

The increasing collaboration with and knowledge about the community power structures contributes to and extol the feeling of *psychological empowerment* of the leaders.

It is noteworthy to mention the three dimensions of psychological empowerment defined by Zimmerman (1995): *Intrapersonal*, *Interactional* and *behavioral*. The *Intrapersonal* dimension is the aware capacity to intervene in the community contexts based on the personal knowledge that the individuals, as leaders and citizens, have of their real competences.

The analysis and understanding of the sociopolitical sphere alongside with the leaders' competences sets the tone for the *interactional* dimension and as previous mentioned potentiates the first involvements in the community activities. However, these involvements are strategically positioned according to the leader's personal agenda which is the growth of the group as a whole. The primary purpose is to contextualize how the relationships are established and on which goals are conducted, which requires “*environmental mastery*” (Zimmerman, 1995, p.589).

Consequently, as a leading aspect the leaders get involved in structures where they are able to have their voices heard and their interests met, such as the neighborhood associations, through activities of organizing and governance by mobilizing elements to

influence the system, which constitutes the *behavioral* dimension of psychological empowerment.

Neighborhood associations are enablers of civic participation, which create the ground for leaders to improve and develop their capacities, acquiring “*big picture*” knowledge (Wandersman & Florin, 2000; Berger & Neuhaus, 1996). An ecological approach suggests that leaders do have a saying in the definition and design of community strategy concerning the goals and leadership of the group, whose scope of influence is the neighborhood association and its system boundaries (Kretzmann & McKnight, 1993; Rich, Edelstein, & Hallman, 1995; Kaye, 2001; Portney & Berry, 2001).

The third level is the *organizational empowerment* whose ground is the core business of each organization and not the individual *per se*, namely how its internal structures are defined to obtain certain objectives (Zimmerman, 2000a).

There are organizations that are more focused with the individuals understanding of and participation in the neighborhood (empowering) while others, given their level of performance, are better able to reach out the upper levels of the community, knowing what engagement efforts should be levered (empowered) (Perkins & Zimmerman, 1995; Zimmerman, 2000a).

Community empowerment is the culmination of psychological and organizational levels and the understanding of how the system works, involving the creation of a widely structure that gathers the parts as a whole, paying special attention to relationship building and resource allocation as Zimmerman (2000a) suggests.

As a result, individuals who experience a feeling of psychological empowerment will eventually achieve organizational and community empowerment (Zimmerman, 2000a). Leaders, who through a common strategy, possess the knowledge and who are able to control and manage the resources from an inside-out perspective do foster the development of a competent community, with a stronger organizing capacity (Ornelas, 2002; Speer, 2000; Zimmerman, 2000b).

Kieffer (1984) structure this capacity in “*participatory competences*”, which are organized in four phases: the “*Era of Entry*”, the “*Era of Advancement*”, the “*Era of Incorporation*” and the “*Era of Commitment*”.

In the “*Era of Entry*” leaders inspire and are inspired by a set of events occurring in their contexts of participation. The interactions established between the several elements maximize their opportunities to exchange and leverage resources which strengthens individuals’ abilities toward the creative growth of the group as a whole.

Kieffer (1984) observes that on becoming leaders, individuals act and foresee possible actions only when their interests are at stake. Such factors enabling their involvements in the associative life include issues related with youth, citizenship rights, media, integration and participation of minorities in society.

Additionally Lourenço and Ilharco (2007) contextualization of how involvements evolve and are nurtured suggest that individual’s performance in society is always present in every moment. The projection of a collective vision is not the last but the first step. What we idealize for our endeavors and ourselves, regardless of being involved in an association, represents the ideas and hopes put forth as transformational goals.

Neighborhood associations provide the opportunity and context to share and structure a plan to unfold a collective vision. As Lourenço and Ilharco (2007, pg. 84) write: “*When we care with ourselves and with the world, we are essential ahead of ourselves, always and already projecting for the future*”.

This point is crucial for leaders to master their ability to produce resonance by reaching other people with the same interests and channeling their avenues into concrete and transformational goals.

The “*Era of Advancement*” extols the importance of brainstorming and understanding of context around them, through organized individuals, in this case neighborhood associations. For the author this phase is determinant to the so-called “*sociopolitical development*”.

Leader’s involvement in neighborhood association’s foster personal, social and political growth in terms of acquiring a broader perspective of how the society is organized around individuals demands regarding mobilization and participation of citizens in areas of their concern.

The “*Era of Incorporation*” refers to placing them in the context by structuring their knowledge’s and adapting to their new roles in the community as he suggests. As the

leader goes forward, his/her involvement in community reaches other activities and boundaries that go beyond the initial activities portrayed in the “*Era of Advancement*”.

At last, in the “*Era of Commitment*”, the core objective is to put in practice what they have learned regarding social and political functioning of society, given the fact that “*empowerment is not a commodity to be acquired, but a transforming process constructed through action*” (Cit In Kieffer, 1984, p. 27).

Community participation calls for collective action, which is transmitted in the real capacity to influence decisions related with community concerns (Hur, 2006). Once empowerment is achieved through an active form of participation in an organization and/or a group and civic participation in the political sphere is enhanced by citizen involvement in neighborhood activities (Saegert & Winkel, 1996; Berger & Neuhaus, 1996; Wandersman & Florin, 2000; Rappaport, 1987), we have to speak about community power structures and leader influence to channel the relationships and access over resources to project the goals and leadership of the group (Wandersman, Elias & Dalton, 2007; Speer & Hugley, 1995; Speer & Hugley, 1996; Zimmerman, 2000a).

It is widely acknowledge James Kelly interest on Jazz and his ability to look at contexts and see the interdependencies that are established between individuals and contexts, and how resources are mutually exchanged. Based on the jazz philosophy, James Kelly (2006) says that there are different components at play. Their sum forms the context. For the melody to flow, it takes the intervention and equitable participation of all components. If one doesn't play, the group melody gets affected. As such, in community contexts, we have the same melody. If you want to produce effective change processes, it is crucial the involvement of all the individuals.

The creation of collaboration spirit on which all persons as citizens are given opportunity to have an active participation in decision making procedures that affect their lives and meet their needs urges (Rappaport, 1990), enabling “*local leaders to set their own agendas*” (Rappaport, 1994, p. 372).

3-Leaders as system visionaries: Interdependency building

“Leadership is a process involving different types of skills and talents emerging as a collective enterprise”

Neisser et al., (1996) *Cit In* Kelly, J., G. (2006, p. 14)

3.1- Leadership styles: Leader’s roles as agents of change

Leaders in their actions reflect behaviors that are based on their styles. These styles are interlinked with the emotional intelligence components previous mentioned. Following this argument, the styles that produce resonance are: *visionary, coaching, affiliative and democratic*. Given our focus in community power structures, we will also approach the *pacesetting* style, that although is a generator of dissonance as suggested by Goleman, (2007), our point of view is useful to understand the leaders role as influential agents.

We have to highlight that leaders don’t usually use the same leadership style, instead they adapt it according to the situation and context.

The *visionary style* inspire its followers, transmitting them the power to believe in things and actions. Designing a collective vision gives leader a broader perspective of the goals defined, who can be involved to reach those goals and what contributes the leader is able to promote. Maintaining the sense of hope is determinant to overcome the constraints ahead and keep the group focused on their course of action.

The individuals get involved if the issue “*touches them in the gut*” (*Cit In* Kieffer, 1984, p. 25). In this line, they truly believe in the objectives defined, structuring their contribution in functioning of the group. They know what their place is in the group. As Lourenço & Ilharco (2007) and Goleman (2007) point out the leader creates opportunities for individuals to participate and provide feedback regarding their ideas and hopes for the group.

The *coaching* style is more centered at the individual level, although its ultimate goal is the promotion of the group as a whole. It is important for the leader to have personal interventions with each individual’s wherein they have the chance to talk about their life, aspirations, worries and difficulties. *Coaching* is meant to provide learning and relational opportunities for individuals as well as for the leader, Goleman suggests. This style is particularly important for the development of Youth-Adult partnerships, given

its mutual learning character (Zeldin, Petrokubi & McNeil, 2008). Additionally is related with two components of emotional intelligence: *self-awareness* and *empathy* (Goleman, 2007).

Leader gets to know the individual better and its objectives and in a complementary basis, the individual's strategy is incorporated in the group through the identification of their strong and weak points (Goleman, 2007; Lourenço & Ilharco, 2007).

Coaching puts both the question and the answer. When individuals raise a question, the core goal is to find an answer. Meaning that the solutions to the problem have to be discovered by the individual, allowing him/her to found its goal of change.

The *affiliative* style values collaboration with and between individuals. A fundamental characteristic is the sharing of emotions, which is mostly relevant to foster harmony and to keep the individuals well-being when facing under pressure and conflict situations. On the other hand, this style should be combined with the *visionary* so that there are not any loses of energy from the individuals as Goleman (2007) suggests.

As the story goes, the *democratic* style emphasizes the participation of the individuals in the process. In this regard, the leader wants to accomplish more support, not meaning that he/she does not know their path (Lourenço & Ilharco, 2007). Instead he/she is tracing common points of interest in order to structure its objectives into a collective vision of a group, an association and/or an organization.

The context on which the leader acts have an active influence in modeling his/her understanding of the interdependences that take place within and what strategies best fit to transform the needs into strengths and capacities. To promote sustainability, the leader actions must be supported by the group dynamics.

Core components of democratic leadership are team spirit, collaboration, conflict management and influence (Goleman, 2007). The scope of action is geared around cooperation "*in which the goals of the parties involved are predominantly interdependent, as compared with competitive ones (...)*" (Deutsch & Coleman, 2000, p. 25). Open processes are enhanced through active channels of communication and participation among the individuals in the group.

Finally, we will approach the *pacesetting* style. Very often, this style produces negative effects focusing solely on objectives and not individuals (Lourenço & Ilharco, 2007; Goleman, 2007). Since we are approaching associative leaders in its interactions with the contexts, the pressure is seen as strategic method.

Thus, associative leaders are subject to more constant pressure to achieve better results for their communities, to have their voices heard in decision making processes and last but not least to influence community power structures.

Moreover, they also face exterior pressure from outside forces and at the same time have to deal with the inside pressure from the neighborhood as José Mourinho (*Cit In* Lourenço & Ilharco, 2007) suggests in his declarations about Chelsea when he arrived at United Kingdom. He argues that to reinforce the group, the leader has to draw the attentions to outside, allowing the group to strengthen and focus on their capabilities to exert influence at the system.

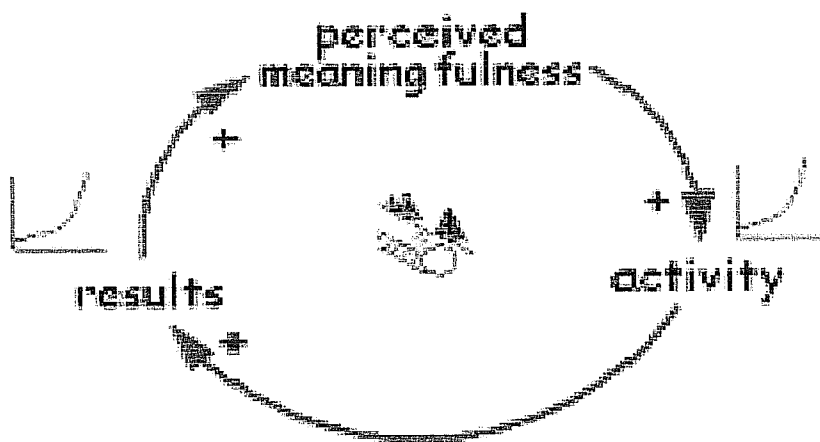


Fig. 2- Reinforcing structure of leadership (Bellinger, 2004)

Bellinger (2004) offers an explanation why leadership is crucial to the understanding of the interactions that occur at the system. When a leader promotes the development of an action is meant to produce results. Those same results will trigger new improvements in the forthcoming action, which in turn will add more results.

Back on José Mourinho (*Cit In Lourenço & Ilharco, 2007*) argument that to reinforce the group, the leader has to draw the attentions to outside (the system), allowing them to strengthen and focus on their capabilities to exert influence at the system.

What the author has named as perceived meaningfulness is related with the capacity that the leader has to lever the system boundaries, in a way that he/she were able to promote the raise of a collective vision among the individuals, through mechanisms of participation that foster their awareness and involvement in activities, enabling a bigger influence in the community power structures.

As such, it is our opinion pertinent to approach the characteristics of transformational leadership for a more accurate understanding of leader's intellectual structure. When we picture associative leaders in their acts of leadership, their transformational capacity to involve and organize a group around goals and desired outcomes stand at the top. In the following topic we will provide a description of the framework that supports the theory act to transform.

3.2- Transformational leadership

Leaders guide and are guided through their emotions, which represent the platform to involve, achieve and transform their realities and the realities of their followers. Collective vision represents the central spectrum of action from which involvements are visualized and partnerships merged.

Transformational leadership is characterized by four characteristics such as: *inspirational motivation; idealised influence; individualised consideration and intellectual stimulation* (Lourenço and Ilharco, 2007; McGuire & Hutchings, 2007; Smith *et al.*, 2004).

Inspirational motivation is about embracing a vision and transmitting confidence about the projected objectives, which creates an atmosphere for an intellectual structure anchored in leader self-awareness of his/her capacities to empower, McGuire & Hutchings (2007) suggest.

The act of leadership, as José Mourinho describes (2007 *Cit In Lourenço and Ilharco, 2007*, pg. 205), is “ *about being coherent; it is about having the capacity and intelligence to define a project and obtain empathies among the followers and the*

responsibles for the process (...) How can I lead others to believe in something that I do not believe myself? ”.

Thus, the focus is on the primary reasons to become involved in the associative life through the delineation of community activities bounded by transformational goals, appealing factors and achievements on which stands right from the beginning the leader full commitment toward the growth of the group as a whole.

Idealised influence represents the image portrayed by the leader to its followers. Whether celebrating successes, whether in moments of crisis, he/she must eagerly encourage the goals and leadership of the group (McGuire & Hutchings, 2007).

The way the leader incorporates his/her personal goals into the objectives of the association and assumes it as an integral part of his/her life always in collaboration with his/her followers and community endeavors unleashes a strong influence in the group, projecting its goals in the community power structures.

According to the authors, *individualised consideration* refers to the empowerment of their followers through the strategic development of partnerships tailored to create bounds between the leader and its community as a whole.

The leader must be able to build synergies among those who are involved and care about social and political causes. The contributes retrieved provides valuable inputs to leader's effectiveness in the associative life and as member of a community.

Lastly, *intellectual stimulation* represents the “*lifeblood*” of the leader, supporting the view that a leader do not stand alone in his/her quest for the righteous. If empowerment promotion is the desired outcome, then the pursue of a collective vision must imply a strong participation of leader's followers as they argue.

The ultimate goal comprehends the transformation of the leader's personal vision into a collective vision keenly anchored in group opinions and thoughts. He/she seeks the balance and bound of the heterogeneity and homogeneity in the communities. This set of ideas shall be described ahead.

A present aspect in collective vision is the future. Since we are referring to associative leaders we should also illustrate the sustainability of leadership, through mentoring. In this study, we approach mentoring through the concept of Youth-Adult partnerships. As previously mentioned in chapter 1, Youth-Adult partnerships are a valuable source of knowledge for both youth and adults that “(...) *aims to bring together diverse youth and adults with the aim of making key decisions, as a group, through the use of democratic and consensus processes*” (Zeldin, Petrokubi & MacNeil, 2008, pg. 263).

For this matter, youth contributions and opinions must be taken into consideration by adults (Zeldin, Larson, Camino & O’Connor, 2005). Considering their level of maturity, youth is able to have a voice regarding the concerned issues, the authors argue. Moreover, their engagement cannot be represented by sporadic episodes of participation. Instead they should participate in all phases of decision-making processes if youth empowerment is the goal, they suggest.

According to Zeldin (2008), youth participation can be structured in two levels: Governance and Organizing. He argues that both are important and should be complemented, although youth are entitled to be involved whether in governance and/or organizing, according to their interests. Nevertheless, if we take into account both perspectives youth gain a broader vision of decision-making processes. As an example programme evaluation provides the first overview of the association and/or institution and its programmes and/or activities. Youth have a unique opportunity to obtain a greater knowledge on negotiation skills.

Another important area is fundraising. Youth must be given the opportunity to attend meetings, he suggests. Youth interests on music, dance and sports can be very valuable to organize dance shows, football games, charity events and so on. The profits would revert to support the association and/or institution programmes and/or activities. These actions act as youth empowerment boosters. Youth gets both sides, which are governance and organizing.

He goes on to recognize the importance of training which should be contextualized according to types of involvement to foster a more continuous participation. Finally, attention also falls in Communication and Media on which youth could contribute with documentaries about the community. For Philanthropy and Service, youth could be responsible for the management of funds of the community, in this case regarding

projects and/or programmes targeting the community and economic development of their endeavors (Zeldin, Petrokubi & MacNeil, 2008).

As such, Governance is characterized for participation in boards and councils. Youth have a seat and their opinions about an issue are on the same level as adults, the authors argue. Governance receives a more profound attention due to the fact that youth are lesser involved in this area. Their engagement efforts are basically concentrated in organizing. On the other hand, Youth-Adult partnerships bring powerful insights and challenges to practices at governance level. Institutions and/or associations culture must be open for a culture of partnership (Zeldin & Petrokubi, 2008; Zeldin, 2008). As Zeldin (2008, p.2) observes: “*Communities only flourish through representation of all groups*”.

The author (2004) describe participation in governance based in three principles: *ensuring social justice and youth representation*, *promoting youth development* and *building civil society*.

Ensuring social justice and youth representation refers to youth gaining mastery over their own lives. *Promoting youth development* embraces the promotion of youth effectiveness in their community endeavors. *Building civil society* endorses the participation of all stakeholders, highlighting the importance of divergent thinking.

Lastly, Organizing regards youth participation in activities, merely in programmes and/or activities target for youth. The core areas of intervention are music, sports and dance. No decisions related with evaluation, budgeting and implementation are taken on this level.

Zeldin & Petrokubi (2008) observe that youth participation in institutions and/or associations has wider benefits in contexts such as school, the neighborhood and even employment. As for adults, active collaboration with youth allows energy to be freed up which supports new learning opportunities.

Youth-Adult partnerships offers a tremendous boost to the community and economic development of endeavors in their whole. Participation of all stakeholders mobilizes and creates resources at all levels, enabling both youth and adults to act as boundary spanners.

Collective vision is an adventuresome activity as we attempt to project the parts as a whole. The heterogeneity and homogeneity in the communities represent those same parts. In this particular view, the whole defines the systems. According to Bellinger (2004, p. 1) a System is “*an entity which maintains its existence through the mutual interaction of its parts*”. Our description of systems will focus the parts regarding the objectives and leadership of the group to enable participation and empowerment of the individuals.

Thus, accountability for the interdependencies that are established between them should be enhanced, given that the sum of the parts is not enough *per se*.

Moreover, the combination of its elements potentiates the system. The system is not static, suffering constant changes, due to social, political and economic reasons. Interdependencies occur in inner and outer levels.

In exploring these links, we should bear in mind that the parts of the system have common objectives among them (inner level), but they have also a particularly set of interactions (outer level) that differentiate them, implicating relationship building and contexts of participation (Lourenço & Ilharco, 2007).

This differentiation captures not the essence of the part, but contributes that the part brings to the system. According to these authors “*what the individual is in the organization depends of the connections on which he/she participates and how he/she participates on them- which is the only reality for that same organization*” (Cit In pp. 102-103).

“A person is a person through other persons.”

Ubuntu- Traditional African Philosophy

According to the traditional African Philosophy- Ubuntu, we only become completed through interactions with other human beings. The core value is the persons and not races and ethnic groups. Independently of the cultures and contexts we belong, we are all attached and connected to one another.

The future challenge for leadership is to balance and bound the heterogeneity and homogeneity in the communities. Heterogeneity values deeply the individual's interdependencies, their origins and their contexts of participation. In contrast, homogeneity connects the objectives and strategies of the leadership of the group.

It is most important that each individual see himself/herself reflected in these goals as well in the aspirations of other individuals of the group. A core component to guide this process is Collective Vision. To assure and promote participation, we have to pay attention to the citizens' interests and what structures are better able to fulfil their demands.

Devoting time and energy to a collective vision requires the definition of the scope of action, determining who should participate in the resolution based upon the reflected goals by the group. This process is called system boundaries and is considered the most important and “*challenging*” step (Behrens & Foster-Fishman, 2007; Foster-Fishman, Nowell & Yang, 2007).

System boundaries are the relationships between persons and systems, specifically referring to the communication, formal and informal interactions that occurs, “*providing opportunities for the participants to become interdependent with the system*” (Kelly, Ryan, Altman & Stelzner, 2000, p. 139).

Additionally, they represent the degree on which a system facilitate or not the establishment of reciprocal relationships with persons outside their contexts, offering the opportunity for the individual and social resources to be exchanged among the contexts (Kelly et al, 2000; Kelly, 2006; Senge, 2006).

As such, the development of collaborative efforts is only possible based on the extension of the permeability of the system boundaries (Foster-Fishman et al, 2007b).

According to the Behrens & Foster-Fishman (2007), we have to pay attention to the “structures”, “relationships” and “status quo”, when focusing on the goals and leadership of the group. This combination gives us snapshots of how mechanisms of participation and empowerment evolve in the system.

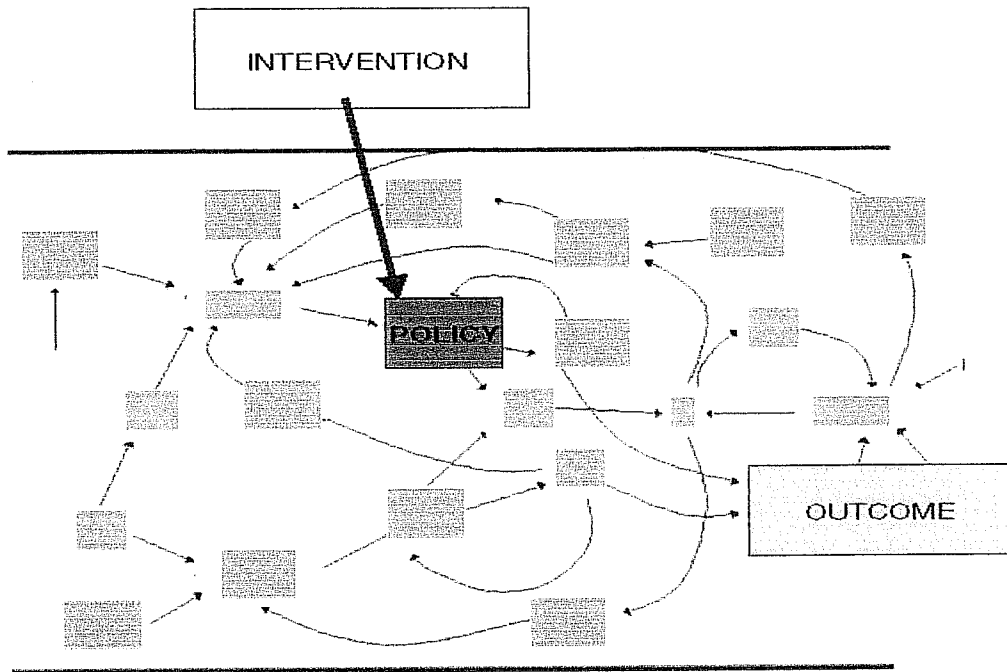


Fig. 1 Proposed model of systems change by Foster-Fishman, et al, 2007

A relevant contribute to the understanding of the complexity between the combination above mentioned is the ecological perspective developed by Kelly et al (2000), which gives primacy to the concept of interdependence.

The structure of social changes processes as the creation of new organizations and/or services requires a notion of continuous work, not only in relation to the interdependences between the persons and the structures, but also in relation with the potential of change that facilitates the construction of new interdependencies as he suggests.

Following this line, to create a system anchored in the goals and leadership of the group, we must have a vision of how individuals and systems mutual influence each other, as

presented in the above scheme (Foster-Fishman et al, 2007; Kelly et al, 2000; Reed, 2006).

One aspect to consider is “*points of leverage*”, which are “*places within a complex system (a corporation, an economy, a living body, a city, an ecosystem) where a small shift in one thing can produce big changes in everything*” (Meadows, 1999, p. 1).

Leverage points are enhanced through the consequent balance of the inner and outer levels of the systems, more precisely the heterogeneity and homogeneity in the communities.

Given the presented framework on leader’s avenues and consequent impact on the welfare of the group as well as how their involvements are positioned in order to promote the goals and leadership of the group that enables them to become system visionaries, we must lever dialogue with and between parts.

Dialogue is consider a powerful tool to engage both sides in a constructive way. Collective vision calls for sharing, action and influence. Leaders must be able to create a participative and empowering context on which dialogue assumes a central role as a facilitator mechanism wherein individuals have the opportunity to influence and impact community endeavors. Native American Indian cultures (*Cit In Calvin, 2008, pg. 9*) have a saying which is “*you talk and talk until the talk starts*”.

Part II

3.1 To understand how the empowerment and participation processes contribute towards the development of the relational capacity of the Cape Verdean leaders to become agents of influence on the understanding and action in the community power structures of the community as a whole.

3.2 Cape Verdean associative leaders

3.3.

1. How the leaders, in being leaders, contribute to the welfare of the group?
2. How the leaders in their ongoing activities connect, relate and impact other organizations in the community?

3.4- Method of study

This study is based on qualitative investigation, more precisely descriptive methodology. This investigation is supported on bibliography research, data analysis and interview with open and close questions.

The descriptive investigation describes the actual situation of the problems, envisioning past, present and future. When we are carrying out the study, this gives us global perspective of the problem by accessing the concrete situations (Salkind, 1990).

Given it qualitative matter, qualitative investigation does not require a control group due to the fact that does not intend to demonstrate the influence of a variable over another. Thus, there are no independent variables in this study as the author observe.

3.5- Instrument and/or strategy to collect data

In this investigation we used a guide for the formal interview with African-American leaders developed by James G. Kelly, Lynne Q . Mock, Cecile Lardon and L. Sean Azelton in 1993.

This formal guide is divided into five sections: The Basis For Primary Involvements, Competencies and Skills/ Sense of Personal Effectiveness, Communication with other organizations, Personal Vision and Mentoring.

The Basis for Primary Involvements focus the understanding of how primary involvements evolved and what factors and reasons led to. Events, support systems and influential people are also approached.

Competencies and Skills/ Sense of Personal Effectiveness aims to explore with the community leader the development of their confidence and competence in doing community work. Part of the leader's personal development is how he/she acquires and refines their interpersonal and organizational skills, such as chairing meetings, researching issues, or collaborating with other community leaders. This development also includes forming a better understanding of the power dynamics in the community and emphasizing collective leadership.

Communication with other organizations attempts to uncover how "building relationships between community organizations" fits into the community leader's work. It is extremely important to build relationships between other Cape Verdean Associations in the community, as well as building strategic relationships between the Association and other groups which could help Association organizing efforts.

This section begins by attempting to discover the various types of organizational relationships the leader may be (or have been involved in). The leader is then asked to describe the importance of building relationships in their community work, and the degree to which building relationships has made their work easier or more difficult. Finally, the leader is asked to estimate the amount of time he/she spend doing community work in a week, and how much of that time is spent building relationships.

Personal Vision attempts to capture leaders ideas and hopes about the community, development of efforts to reach those goals, and sense of hope for vision becoming a reality. The leaders is asked to describe the circumstances and responses obtained when sharing his/her vision with a group which could transform it into a collective vision. The role of association to reflect and/or create a vision is also analyzed. It is also relevant to know who are the influential people that inspired the leader. Finally, leader unfold its core vision in a ten year plan.

3.6- The context of the formal interview

This interview guide was developed as a result of 10 year documentation study about African American leaders on the south side of Chicago, Illinois (USA), based upon the Development Communities Project (DCP). According to Obama (1995 *Cit In Kelly, 2006, pg. 212*) “ *DCP, founded in 1986, is a church-based community organization concerned with improving the quality of life in the community through a variety of efforts to increase literacy, to increase the capacity of schools to support and draw on parent and citizen advocates, and to support projects such as the development of young female leaders*”. The interview resulted from the collaboration between a small research group at the University of Illinois at Chicago (UIC) and members of the Development Communities Project (DCP). This investigation was done to 80 leaders on the South side of Chicago (Kelly, Azelton, Lardon, Mock, Tandon & Thomas (2004).

3.7- Definition of the sample

Our methods is anthropological based. The contact of the five Cape Verdean associative leaders in the Metropolitan Area of Lisbon were given by an influent member of the Cape Verdean community in Portugal. She has a strong knowledge of the community as well as the persons who are best positioned in the Metropolitan Area of Lisbon to provide insights. This person constituted our door of entrance into this community. As such, this was a selected and not an aleatory sample.

3.8- The sample universe

The Cape Verdean Association of Setúbal is a grassroots association organized in a neighborhood in Setúbal. This association targets family support, carrying a follow-up as well counseling with the families, giving training to youth especially.

They are the only association in Portugal to have an official office of the State. It was inaugurated by the Foreign Minister of Cape Verde. This office allows a full time worker. Being someone from the neighborhood and also being active in the association, its support going beyond the Aliens and Borders Service (SEF), reaching social and emotional support. With SEF, this office gives support by following the necessary documentation and by helping to organize the dossiers. So, when immigrants go to SEF they don't waste time with missing documents, which constitutes a surplus value.

This association has an ATL (Occupational Atelier) for youth called “Novos Horizontes, Nova Vida” (“New Horizons, New Life”). They are financed by ACIDI (High Commissioner for Migration and Intercultural Dialogue). It consists in having monitors, tutors, is not a conventional ATL, it acts as a partner of the school.

The Social Support Fund of Cape Verdeans in Portugal is an institution recognized by IPAD (Portuguese Institute for Development Support) and ACIDI (High Commissioner for Immigration and Intercultural Dialogue). It targets support to the evacuated sick from Cape Verde to Portugal. The Fund provides transport for 350 sick people to Portugal.

They also organize debates about Diaspora. Another area of intervention is to work in close partnership with Cape Verde. We took 15 youngsters to Cape Verde. Five were Portuguese and ten were Cape Verdean descendents. They also took two doctors, one from Santa Maria Hospital and another from Alfredo da Costa Maternity to carry out training on STD- Sexual transmitted diseases and teenage pregnancy.

The Cape Verdean Association of was the first immigrant association to be created in Portugal and for two decades it was the only one. It is a reference house for the Cape Verdeans living not only in Portugal, but in Cape Verde and around the world. It provides useful responses for the daily life and whenever someone has a problem. Also works as a gathering point for the Cape Verdeans.

Association of the Former Highschool Students of Cape Verde is directed to cultural events. They organize debates about politics, immigration and general societal issues of concern. They also pay tributes to Cape Verdean writers and artists.

Lastly, The Federation of the Cape Verdean Associations in Portugal gathers 46 affiliated associations. Culture is central in its activities. They celebrate the Day of the Cape Verdean Woman (25 March). Sporadically they pay tribute to the Cape Verdean Worker, in collaboration with the Embassy of Cape Verde, the Ministry of Culture of Cape Verde and several artists.

3.9- The phases of the investigation

This investigation is composed of several phases:

- Get in contact with Dra. Lúcia Ferreira to obtain the contacts of the in the Metropolitan Area of Lisbon;
- Get in contact with the Cape Verdean Associative leaders to schedule the interviews;
- Implementation of the interview;
- Analysis of content.

4.0- Expected outcomes

We intend to conclude that Cape Verdean associative leaders relational capacity is determinant to exert influence in the community power structures of the community as a whole.

5.0- Limits of the investigation

Based upon the small number of participants, we cannot generalize the results. Moreover, the sample is constituted of three men and two women. These contacts were given by an influent member of the Cape Verdean community in Portugal. She was asked to give the contacts of five leaders. Given the number five, the gender balance cannot be predicted.

6.0- Procedures

We gather with each leader. We started by introducing ourselves explaining what was our goals with this interview.

Then, we explained the leader each one of the sections of the interview and what information they hope to retrieve.

Given the extension of the interview and leader's personal agenda, we had to set up two meetings to complete the interviews.

Description of results

1- The Basis of Primary Involvements

1.1- Leaders' primary community activities

Leader 1 identify as primary community activities family support, Consular collaboration and cultural moments. In this framework family support divides its attention into two approaches, namely “(...) *being a friendly shoulder*” and on the other hand, given the volunteer character of association activities and its implications on reconciling associative life with family, the creation of an ATL (*Occupational Atelier*) for youth called “Novos Horizontes, Nova Vida” (“*New Horizons, New Life*”) was deemed to be considered.

Consular collaboration was born from a need to establish a bridge between the neighborhood and the evolving context regarding the renewing of documents. This is the “(...) *only association in Portugal that has an official office of the State*”. Cultural moments are also an important area of intervention, varying from “(...) *organizing meetings with Cape Verdeans writers*”, the celebrations of “ (...) *the Independence Day (Cape Verde), the 1st May, music, painting exhibitions, craftwork, dance and gastronomy* (...).

Leader 2 focuses his attention on health issues, debates about Diaspora and partnership building with Portuguese health entities, in close collaboration with Cape Verde. The Fund priority is to provide support to “ (...) *the evacuated sick from Cape Verde* (...)”. Their basis of intervention targets transportation for “ (...) *for 350 sick people to Portugal*”.

They also organize debates about Diaspora which are centered in family issues and its relationships with community endeavors, namely education, culture, domestic violence, health and aging. A third aspect incorporates the importance of establishing partnerships with Portuguese health entities, in this case, Doctors “*to carry out training on STD- Sexual transmitted diseases and teenage pregnancy*”.

Leader 3 describes her primary community activities around more precise scope of action such as *“Professional training for young single mothers targeting the labor market”* and gastronomy markets as an example.

When embracing a long-term perspective, leader 3 attention falls into developing a *“Continuous project on fighting info-exclusion in our community (ongoing) through IT technologies”*, reframing the importance of providing *“(…) response to the community in its whole (other communities as well)”*.

As for Leader 4, his associated condition creates the context to structure a candidature and become involved in the association. From the first he manifests a concern to open the association to the community but according to him *“(…) we have a problem. We have a different way of thinking, feeling and seeing the world. We are labeled of being elitists”*.

As such, all the actions are centered in the internal development of the association. As an example, the building where the association stands belonged to the City Hall of Lisbon so *“We receive a proposal of purchase and sale from the City Hall. We gather the funds and bought this space”*. Given its efforts, *“This is the only association acknowledged as an Institution of Public Utility”*.

Finally, leader 5 priority is to *“(…) project the Cape Verdean associations (…)* and *“(…) go beyond the parties (…)”*. His primary concern is education, training by reinforcing the role of the Government of Cape Verde in assuring training there, so that when arriving to Portugal, they are *“(…) endowed of training to better compete in the labor market (…)”*.

As Leader 1, Culture is also highlighted by the Leader 5, in the association activities. Several celebrations take place such as *“(…) the Day of the Cape Verdean Woman (25 March). Sporadically we pay tribute to the Cape Verdean Worker, in collaboration with the Embassy of Cape Verde, the Ministry of Culture of Cape Verde and several artists”*.

1.2- Appealing Factors

In their whole, leaders assume personal and community factors that contribute to become involved in community activities. Leader 1 recalls her memories in her grandparent's house, more precisely their kindness to help other people in need. On the other hand, living on a problematic neighborhood and having children does not live space to indifference toward what happens around.

Leader 2 embraces both personal and community factors, framing his willingness to work in close collaboration with Cape Verde. Leader 3 upholds a strong sense of contribute to the community, arguing that those who are able to be providers should act. She also mentions the personal achievements that are retrieved from these involvements, herein focusing her personal need to be involved in activities.

Leader 4 views his participation in the association in the light of a conscience of public service, not referring personal factors. Following the line of thought from Leaders 1, 2, 3 and 4, Leader 5 also includes both factors. He highlights the importance of influencing, making pressure *"to create more openings"*. It is his strong believe that *"The Cape Verdean community shall be at the same levels of other countries (...)"*.

1.3- Expected Achievements

In this item several perspectives have been described. From the five pictures given by the Cape Verdean Associative leaders, it can be found that for Leader 1 expectations don't reach a higher ground. Instead she does appreciate knowing that she touched someone with her actions. In her own words *"I do not hope to transform the world, but if I "recruit" someone to the associative life, that would be a good achievement as well"*.

Leader 2 expected achievements are centered on working to improve youth outcomes related with prevention. His concerns focus the development in Cape Verde, highlighting the HIV problematic as well as others such as Diabetes as a result from development.

As a continuation of primary community activities, leader 3 expected achievements prioritize the growth of the Cape Verdean community as a whole. A crucial aspect is relationship building, herein, with Portuguese community and Portuguese Born-descendants. She hopes that Cape Verdean community has “ (...) *a vertical raising in terms of their status quo, which is inseparable from competence building, social and professional achievements(...)*”.

Leader 4 sees expected achievements not as a personal benefit as a result of being President, but as an opportunity to provide public service. Leader 5 touches Leader 4 concerns, focusing human development and democracy indicators arguing that “*medium development is not enough. It has to be higher*”.

1.4- Other Involvements

Leader 1 gives importance to establish partnerships with other entities such as the City Hall, City Council, public and semi-public institutions. However, she points that “*Partnerships with other associations are more complicated due to the climate of distrust over the distribution of financial resources*”. Another area of intervention is the organization of debates about the improvement of the neighborhood.

Leader 2 planned and implemented, in 2008, a project entitled “Sons e Sabores de Cabo Verde” (*Sounds and Flavors of Cape Verde*). He is also involved in projects related with Parental Education, Personal and Social Development, and Health Promotion.

Leader 3, as a result of her functions as a President, participates in several structures such as in the Federation of Cape Verdean Associations; in the International Congress of the Cape Verdean Staff in the Diaspora, the participation is more deeply anchored due to the fact that the Cape Verdean Association of Lisbon is one of the founders of this congress. This association also has a seat in the Platform of the Representative Structures of the Immigrant Communities in Portugal (PERCIP).

Leader 4 is involved with another non-profit association, providing services such as revising the statutes. Leader 5 channels his energies to social activities. He is the President of the Union of Electric Industries of the South and Islands. He has a vast experience on collective negotiations.

1.5- Priority of the Association to the leader

All the leaders, except leader 4, consider the association a High priority. Exceptionally the order of description shall be presented first by the leaders who answer High priority and secondly the leader who answer Not a very high priority. Further describing, Leader 1 was nominee by several associations to be a Counselor of ACIDI (High Commissioner for Migration and Intercultural Dialogue) at COCAI (Advisory Board for Immigration Affairs).

The Social Support Fund of Cape Verdeans in Portugal, managed by Leader 2 is vastly recognized by several entities, on which are IPAD (*Portuguese Institute for Development Support*), ACIDI (*Higher Commissioner for Immigration and Intercultural Dialogue*). The Fund also has a Protocol with Câmara Municipal de Lisboa (City Hall of Lisbon).

For Leader 3, this association represents a reference of the Cape Verdean community in Portugal. Historically grounded, *“It was the first immigrant association to be created in Portugal and for two decades it was the only one”*.

Leader 5 embraces a close collaboration with people. He values deeply the qualification of the staff, especially youth. He values relational capacity, saying that *“We must have an open spirit”*. Given the voluntary character of the associative life, training is needed.

Finally, Leader 4 perception is completely different from the above due to the fact of the association being isolated from the others. The elitist label referred in Basis of Primary involvements blocks collaboration efforts between associations. Nevertheless, its organizational capacity should be acknowledged. According to the leader *“Given its social base of support several institutional levels of the society are easily reachable, namely community power structures such as Governmental. It has the capacity to implement, to establish goals”*.

1.6- Primary Reason for Involvement

The main Primary Reason for Involvement identified by the leaders is *“Working to improve the future quality of life in the community”*. Leader 2 identifies *“Doing something to reduce what is harmful to me or my family”*.

Leader 1 advocates that being involved in the community implies a commitment toward the growth of the group as a whole. Leader 2 describes it as a concern of a group of friends regarding the hardships the Cape Verdeans patients went through. Leader 3 sees her intervention as continuity. From the beginning she is connected with the social area, which includes both educational and academic lives.

Leader 4 focus the reason why he got himself involved in the association, in the first place. He argues that "*It was my duty to give something, to contribute*". Leader 5 considers that "*If we resolve concrete questions, the quality of life is enhanced*".

1.7- Events

All the events portrayed by the leader's deals with social and political issues targeting the Cape Verdean community. The assault at CREL involving the actress Lúcia Franco served as an awakening call for Leader 1. The way the situation was dealt by the media and the negative impact on the neighborhood image fostered, in her opinion, even more racism and xenophobia.

Leader 2 occupies his free times. He keeps a close collaboration with his neighborhood by giving "*support in what is necessary*". Leader 3 considers her commitment to devote time and energy to the association as her own existence. As previous mentioned she revives the impact of her personal and professional experiences in working with the association.

Leader 4 calls for a sense of urgency in promoting the integration of Cape Verdeans in the Portuguese society, observing that "*efforts have to be made to exert citizenships rights*". Leader 5 refers "*(...) the very complex organization that gets in the way of minorities*", highlighting the problem of racism.

1.8- Relation between personal goals with the goals of the association

In this framework, the leader's opinions differ quite a bit. Leader 1 considers that the relation is *Very much the same*, arguing that to embrace this life we must be heart and devotees of a social cause.

Leader 2 also identifies the relation as *Very much the same*. In his words, both personal goals and the goals of the Fund are "*to transmit a positive image of Cape Verdean citizens. In Portugal, is not all about working in the civil construction*".

Leader 3 opinion differs from the above described. She identifies the relation *Somewhat different*. She defends that association establish priorities that may not be included and/or envisioned in the personal goals. For Leader 4 the relation is *Somewhat the same*. According to him, the association promotes the Cape Verdean culture and integration of its associates, which are already integrated. On the other hand, the leader 5 invokes that his personal goals as citizen is to contribute to the full integration of his compatriots.

Leader 5 identifies the relation as *Very different*. He argues that the Federation goals must be projected higher than personal interests.

1.9- Association as an integral part of the leader's life

The general feeling that cross all the leaders is characterized by an overwhelm absorption into social cause issues. Leader 1 says that this becomes part of you, giving you energy and frustration to act. For Leader 2 the Fund's activities are more demanding than the work schedule. Leader 3 observes that one rule of social work is not to let yourself get emotionally involved. But that is not possible. As for Leader the preparation of the association activities implies abdicating of his personal life, not attending Opera, concerts, exhibitions and so on. Finally, Leader 5 could not organize his life without contributing.

1.10- Needed supports

Leader's perception about needed supports vary. Leader 1 feels that the needed supports are *never* available. Leader 2 and Leader 3 consider that they *often* have the needed supports while Leader 4 consider *sometimes* and Leader 5 *most of the time*.

1.11- Absence of support

Leader 1 says that "*It is complicated when we don't have money and full time personnel*". Leader 2 describes it as a frustration. For him "*The worse that can happen is to have a plan for an activity that is unfeasible*", due to material and financial constraints. Leader 3 focuses lack of technical support, observing that "*solicitations (...) put us questions/situations that demand technical responses*". Leader 4 extol that there is no such thing as absence of support. All the planning is executed at its limits assuring that human, financial and cultural resources are available. Leader 5 describe a situation

on which was planned to develop training for young associative leaders on management, account and so on but lack of support got in the way.

1.12- Influential people

Leader 1:

- My grandparents taught me the true concept of solidarity.
- Mário Andrade (UNIDES back then in Cape Verde) made me believe that I had a lot to give to bring about change.

Leader 2:

- Dra. Ligia Ferreira and Dr. Humberto Leite

Leader 3:

- My mother taught me not to give up. She doesn't give up, she is a fighter.
- During my academic studies, I crossed with very special persons that helped to shape my nature. In the sphere where I move, the persons who dedicate themselves to the social are persevere, don't give up and fight for causes.

Leader 4:

- No. I am the example.

Leader 5:

- President of the Cape Verdean Association of Lisbon

1.13- Influence on the work of the association

For Leader 1, their Grandparents and Mário Andrade made her interest on social issues grow. Dra. Lígia Ferreira and Dr. Humberto Leite represent, for Leader 2, two valuable persons whose support is much appreciated. Leader 3 the lesson retrieved is not to give up. At last, Leader 5 defines the President of the Cape Verdean Association of Lisbon as someone with charisma and spirit. Since Leader 4 identifies himself as the example, his answer in this topic does not apply.

1.14- Time to enjoy successes

In general, leaders take time to enjoy successes. Leader 1 mentions that at the end of each intervention, a moment of relaxation takes place. Leader 2 is happy when he achieves something. He also appreciates receiving welcoming words from people. Leader 3 does not take time to enjoy successes, but to think what went wrong. Leader 4 sees this moment as an opportunity to invest more on the demanding level. Leader 5 says that "*It gives a tremendous strength*".

2- Competences and Skills/Sense of Personal Effectiveness

2.1- Competence-building

Leader 1 considers that participation in associative life enriched her life with learning opportunities and continuous challenges. Leader 2 says that experiences related with debates and conferences helps to enrich the group leadership. He argues that “*What lacks inside the group leadership has to do with project planning and implementation (...) to excel our participation in the community*”.

For Leader 3, the association offered a brand new opportunity to work the cultural relations both with Cape Verdean community and with Portuguese society. Leader 4 says that the organization of weekly keynote speeches implies getting to know the artistic, academic and scientific contexts, enlacing the knowledge acquired in college and professionally. Leader 5 refers that the social area is the most predominant in the associative life given the problems encountered. Another area of interest is legislation, more precisely how to deal with juridical procedures.

2.2- Future-focused

All leaders envision deepening their intellectual capacities at several levels such as: taking an Undergraduation in one of the following areas; social, political sciences and/or international relations (Leader1); have more training and knowledge on the level of leadership and participate in new projects with other entities (Leader 2); on the personal level, put the experience into paper through creative writing and on the professional level, give credit to the experience acquired toward the development of an investigation (Leader 3); develop his own personal competencies such as research and writing (Leader 4) and widen the knowledge on the social area in order to obtain more efficient results (Leader 5).

2.3- “Big-Picture” knowledge

Leaders 1, 3, 4 and 5 acquired a wider knowledge on contexts functioning that allows them to reach the upper level in terms of becoming sharp-eyed, in terms of influencing as an activist for the organization of 2^{sd} Forum at Tróia about the Representative Structures of the Immigrant Communities which boosted the creation of PERCI, in

terms of acquiring resource knowledge and who is in charge to implement, in term of getting inside legislation and its mechanisms, in terms of making use of your social and political background to enrich the perspective of how the power is exerted and lastly in terms of creating new settings such as the Federation of the Cape Verdean Associations.

Leader 2 mentions that he did acquired “big-picture” knowledge but given their small work group (5 elements) and the fact that they all are volunteers and not full time workers, sometimes they do encounter difficulties at big enterprises and have to insist to obtain results.

3- Communication with other organizations

3.1- Relationship building with community groups

Leader 1: Platform of the Representative Structures of the Immigrant Communities in Portugal (PERCIP)

Leader 2: Liga Portuguesa contra a Sida (Portuguese League against HIV)

Leader 3: International Congress of the Cape Verdean Staff in the Diaspora

Leader 4: Community Group of Carnide (City Council)

Leader 5: Ukrainian community

3.2- Leader as resource for community groups

All the leaders, except Leader 4, are considered as a resource for community groups. People talk with Leader 1 about the community and exchange of experiences. Leader 2 knowledge of Cape Verde as well as Portuguese contacts makes him an added value. Related with Leader 3, students from college and high school students want information about the Cape Verdean community and its culture. Leader 4 is not seen as resource for community groups given the climate of distrust, which has been described all over this text.

3.3- Community groups as resource for the leader

Leader 1 is asked about the 2^{sd} Forum and as a result of being a Counselor at COCAI.

Leader 2 requests the opinions of Dra. Lúgia Ferreira and Dr. Humberto Leite.

Leader 3 look for opinions in the structures on which the association is a partner or with it articulates.

Leader 4 does not see community groups as resource. He considers that the association has capable opinion-makers.

Leader 5 targets the Aliens law which has several aspects. There are communities on which more documentation is demanded (...) exchange information (...) if they (immigrants) didn't know more time was wasted (...).

3.4- Importance of past work interactions

Leader 1: The Informatics Consortium (with 4 Cape Verdean associations and 1 Guinean association);

Leader 2: For several years he fulfills the duty of Union leader- Sindicato Nacional dos Trabalhadores dos Correios e Telecomunicações (National Union of Mail Workers and Communications);

Leader 3: She has always worked with populations/groups as a public employee where there is a constant learning about the relationships and the hierarchy's weight;

Leader 4: Union activities which created the opportunity to coexist with Union leaders endowed of work capacity, ideas and competencies;

Leader 5: Several experiences contribute to the Federation: people and institutions from several communities.

3.5- Act on the behalf of the association

Leader 1: In 2001 she had a big public recognition. She received an invitation by the Civic Governor of Setubal to attend a national seminar "Solidarity Security". It was the only Cape Verdean association.

Leader 2: He argues that the association statutes oblige the President to represent the Fund.

Leader 3: She has represented the association in several occasions for example in the International Congress of the Cape Verdean Staff on the Diaspora

Leader 4: Participation in the creation of the Federation of Cape Verdean Associations

Leader 5: He represented the Federation in several organizations, conferences and seminars.

3.6- Relationship building with other community organizations

All leaders, except Leader 4 who said that is not important to his community work, consider that is *Very important* to establish relationships with other community organizations. Given the answer provided by Leader 4 and according to the guidelines of the interview, his perspectives shall not be considered in the next four categories.

3.7- Relationship building to target results

Leader 1: Somewhat more difficult

Leader 2: Much easier

Leader 3: Somewhat easier

Leader 5: Much easier

3.8- Amount of time spent doing community work

	Busy week	Slow week
Leader 1	40 hours per week for a period of six months	24 hours
Leader 2	7 hours	5 hours
Leader 3	25 hours	15 hours
Leader 5	6/7 hours	4/5 hours

3.9- Time spent on building relationships

	Busy week	Slow week
Leader 1	3 hours	2 hours
Leader 2	3 hours	1 hour
Leader 3	12 hours	5 hours
Leader 5	5 hours	1 hour

3.10- Perception of effectiveness in the work with the association

All leaders become more effective in the work with the association by acquiring new habits (Leader 1), by contributing to the development of Portugal, fulfilling gaps in food, housing and daily transportation of the Cape Verdean sick evacuees (Leader 2), by knowing who to turn to for a problem resolution (Leader 3) and by using the contacts to deepen competencies and promote positive results (Leader 5).

3.11- Leader's commitment toward the community

Leader 1: *“Being a leader makes us “improve our scent”. We try to catch the things before they happen. We have to be at front”;*

Leader 2: *“There is a need of enlightenment. The best way to handle with immigration documents, family support is needed (...)”.*

Leader 3: *“The knowledge of the legislation is very important to us. It is very important to participate in different fronts (...)”;*

Leader 4: *“It does not have material contributes because the Cape Verdean does not own organizational capacity to implement, a legitimate representative structure (...) The Cape Verdean community is not taken seriously by no one”;*

Leader 5: *“It influenced and for the good. Example: Until 2000 if you ask what was most relevant for the Cape Verdean community, the answer was housing. If you ask today, the answer is education and training”.*

4- Personal vision

4.1- Visions for the Metropolitan Area of Lisbon

Leader 1: *“When I look I see everything “dark”. I thing that we are not doing all we can. I am very optimist and straight. Sometimes I feel powerless; still I try to pass a positive message (...)”*;

Leader 2: *“The number one point related with Cape Verde taking place in Portugal has to do with Local Governments, namely at Amadora/Sintra. This is the only possible way for us to be closer of the power (...)”*;

Leader 3: *“(...) a continuous grow of the education level as well as information level (...) The education level (...) is about having the so-called empowerment. The person has to be prepared to manage itself in the society and control its own life (...) We have to have that conscience and intervene in that direction”*.

Leader 4: *“(....) cultural transformation to potentiate the vision that integration is convenient, but it has its costs (...) A profound transformation of mentalities and consciousness to form a competitive country, independent of communitarian funds and integrated on the main European powers must take place”*.

Leader 5: *“Integration as a positive evolutionary process that awakes toward the problem of lack of suitable housing and educational training”*.

4.2- Connections between personal visions of the leader and visions of the association

Leader 1, Leader 2, Leader 3 and Leader 5 describe the connections as Similar while Leader 4 describe it as *Very Similar*. Among all and their endeavors there is an acknowledgment of the present and mostly of the future.

4.3- Core vision

Leader 1: *“Everyone should pass through a dramatic experience that would make him/her stop and think; to activate the click in order to face the true and pure reality”;*

Leader 2: *“Participation at the Local Government”;*

Leader 3: *“Information management. It is part of our culture to keep the information for ourselves. It is the question of letting the team know what we know”;*

Leader 4: *“Full integration in the Portuguese society without forgetting Cape Verdean roots”;*

Leader 5: *“Integration. People who are well integrated and welcomed have a positive effect in society. The opposite has a perverse effect”.*

4.4- Goals toward making leader’s vision a reality

Leader 1: *“By talking with the children in ATL (Occupational Atelier) (...)To pass the dream to these children and tell them that dreams have to be superior to reality”;*

Leader 2: *“What lacks in Portugal are not mechanisms of participation but organization to organize the community around electoral register, voting and political participation, through which the strength, voice and image of our community is ennobled”;*

Leader 3: *“We have a project of a magazine of culture and associative issues in the association, with cultural and societal contents (...) A project that is being developed is the creation or sustainability of a radio station or having a radio programme. We have the idea, not knowing how to reach the community”;*

Leader 4: *“It started with the Federation of the Cape Verdean Associations . The Federation is a dead structure (...) To overcome difficulties, they should start working in the neighborhoods through attendance at neighborhood Assemblies, aiming the promotion of dialogue with and involvement of people so that legitimacy to represent and dialogue is acquired (...) Solutions must come from the inside out (...)”;*

Leader 5: *“Because we are an institution of the Cape Verdean community and of the Portuguese society, we articulate with Cape Verde to build a path for integration (...)”.*

4.5- Getting people involved to

Whenever is possible Leader 1 establish contacts and she plans to distribute the association journal. Leader 2 influence is centered on the political parties with the same goals, targeting the area of Amadora. Leader 3 and Leader 4 mention the importance to involve both Cape Verdean and Portuguese institutions. Leader 5 follows the same line of thought, saying that partnerships have to include different entities such as schools, local Governments and public institutions.

4.6- Leader's contribution to reach goals

Both Leader 1 and Leader 2 are centered in recruiting capable persons with academic backgrounds. Leader 3 focus the discussion of know-how and planning and development of some generic contents. Leader 4 concludes, with this mandate, his contribution and active participation in the associative life. Finally, Leader 5 will give his best to involve the associations of the Federation and as previous mentioned get the collaboration from both Cape Verdean and Portuguese institutions.

4.7- Hopeful about vision becoming a reality

Leader 1 is *Very Hopeful*. Leader 2, Leader 3 and Leader 5 are *Hopeful*. Leader 4 is *Somewhat hopeful*.

4.8- Personal vision becoming a collective vision (Circumstances) / 4.9- Responses toward

Leader 1 efforts to implement projects that approaches the existences of the neighborhood receive both positive answers and/or the re-definition of objectives is required. On the other hand, she also received an invitation to write for a newspaper about her perceptions and visions as a woman of the neighborhood. As a result, the text was transformed into a political discourse, suffering technical improvements.

Leader 2 have shared its vision in a meeting with a group of friends, wherein some belong to Parties, and he also shared it with Parties. From the friends perspective and independently of their political sides, there is a consensus about the importance to have an active participation at the local Government. As for the Parties, they don't believe in the organizational capacity of the Cape Verdean community.

Leader 3 vision is centered on the development of a Radio initiative, establishing several contacts, namely with RTP Africa for a broadcast cover. A written proposal was presented but no answer was given. Later on, new contacts were established with a member of the Government in charge of the media. He was interested in supporting this initiative but the Government fell little then.

Leader 4 observes that on the speaking level, agreements are made and participation is seen as a crucial aspect but when it comes to implement only a few appear. On the other hand, those who are present in board/institutions tend to give more consideration to personal than collective objectives.

Leader 5 experience on integration has always been present in conversations with several institutions, framing that this vision was built collectively.

4.9- Discussion of personal vision on association meetings

Globally, leaders vision is discussed and enriched on association meetings (Leader 1, Leader 3 and Leader 5). As for Leader 2 is not allowed to bring politics to the Fund's agenda. Lastly, Leader 4 focus that the core issue is organizational capacity.

5.1- Impact of discussions on hope to achieve

There is a general feeling of hope among the five Cape Verdean associative leaders, extolling the extreme relevance of building a strong financial capacity to avoid the unfeasibility of projects and dependency from institutions and the State.

4.10. The role of the association to reflect and create a vision

Through informal interactions, Leader 1 promotes the reflection of the *state-of-the-art* of the neighborhood in terms rehabilitation, extension of ATL (Occupational Atelier) and solutions for the elderly. Leader 2 areas of intervention are access to housing and health. Both areas are rich in complaints and gaps.

Leader 3 focus the work group and contributions from different educational backgrounds and age groups around the development of an idea. Leader 4 calls for an opening in social boards to be willing to participate in grassroots projects. Leader 5 participation in the Federation of Cape Verdean Communities gave him a broader knowledge of the Metropolitan Area of Lisbon. He mentions one of the Federation

goals which is to give knowledge to the Portuguese society of the Cape Verdean community in terms of their cultural values.

4.11- Thoughts about the future

Leader 1: *“I think we have to “contaminate” the community with other leaders”;*

Leader 2: *“It’s our daily work. What push us forward to continue and bond even more the community are the hardships found in some entities”;*

Leader 3: *“Our relationship with the Metropolitan Area of Lisbon is one of knowledge and participation for example on exhibitions, schools, City Halls”;*

Leader 4: *“It depends on internal mobilization”;*

Leader 5: *“(…) on a global scale, it helped me to reflect about the Metropolitan Area of Lisbon (…)”.*

4.12- Influential people

All leaders, except Leader 4 who recalls his early times working on behalf of the community at church as a leader and its influence on acquiring a consciousness of public service, mention people from City Halls, members of the Central Government and colleagues from the associative movement as those who actively influence their understanding regarding the Cape Verdean community.

4.13. Vision unfold over the next ten years

Leader 1:

-“Rehabilitation of the neighborhoods. Housing is a fundamental aspect for the harmony of the person. A person with a bad mood doesn’t have big dreams”;

-“Education at all levels: academic, social education and also about living in society”;

Leader 2:

“City Hall: To have an elected President on one of the following boroughs of the Metropolitan Area of Lisbon: Amadora/ Sintra/ Oeiras/ Montijo:

- Unite valid elements

- Create an electoral programme

-Take eyes on eyes with the community

- Take eyes on eyes with the Portuguese, showing that altogether we have the capacity of doing something that will benefit both Cape Verde, Portugal and immigrant communities, in particular”.

Leader 3: *“Improvements on the level of knowledge of our community and/or of certain groups inside the community envisioning a boosted capacity to exercise citizenship. The individual must be endowed of better instruments such as empowerment”;*

Leader 4: *“I don’t have plans for the future”;*

Leader 5: *“I hope what we know today shall be part of the past (...) Therefore the importance of education (...)”.*

5- Mentoring

5.1- Younger people becoming involved as a result of leader’s influence

All leaders, except Leader 3, mention Yes.

5.2- Ways to involve youth

Leader 1 and Leader 2 point sport, music, dance and debate-oriented activities as ways to involve youth. Leader 1 observes that boys only participate in actions related with sport and music while girls are involved in all kinds of activities. Leader 2 calls our attention for situations that trigger and lead to school dropout (e.g. *Drug Courriers*).

Leader 4 activities are more appealing to young people in their thirties/forties. Leader 5 describe the experience of taking five youngsters to Cape Verde for the 1st International Congress of Cape Verden Staff in Diaspora. According to him, the goal was to involve them right from the beginning in the associative life. The youngsters are now part of the Federation of Cape Verdean Youth in Portugal.

5.3- Specific mechanisms/obstacles for participation

Leader 1 says that financial capacity is needed to support actions. She reinforces that young people have potential and that is necessary to stimulate them with tours, retreats and so on. Leader 2 focus the material resources. He describes youngsters will to know what is happening at Cape Verde, how is possible to contribute. He also mentions the importance of music as an area of intervention to target alcohol, drugs and HIV.

Leader 3 defines this topic as their Achilles heel. They would like to have more youth involved but they don't know how. Leader 4 propose the creation of a Federation of 2/3 associations on which the social boards would imply young people with an open-mind and leadership capacities. On the beginning they would have a mentor. This project was an alternative to a Federation of 60 associations but due to the lack of interest the project had no future.

Finally, Leader 5 considers that young people should assume strategic positions in all areas, paying special credit to the information and communication areas. As an example, they manage the website of the Federation of the Cape Verdean Associations. It is in the Federation agenda to plan a training on management, given the tasks required in associations.

Discussion of results

1. How the leaders, in being leaders, contribute to the welfare of the group?

This first overview illustrates leader's guidelines to bound and bridge the group as a whole. The focus will be on the emotional intelligence components presented by Goleman (1998), providing an overall view of leader's transformational goals across the several areas of intervention.

Forward-thinkers, sharp-eyed, intellectual capable and mostly hardship-breakers are the core attributes when it comes to define leaders. Their intellectual structure derives from personal and daily struggles to develop and implement inputs towards the achievement of continuous breakthroughs in their community endeavors.

They, indefinitely, question the contexts and its bounding forces, herein community power structures. Their actions target relationship building. Empowerment of the group is their core business. Thus, an active search in understanding how the practice becomes fully operational in its several domains is crucial, which requires a thoroughness of all perspectives.

José Mourinho quote exemplifies the leader's scope of action by demonstrating that *"one of the secrets is to be able to systematize well the things that are fundamental"* (Cit In Lourenço & Ilharco, 2007, p. 92).

This systematization is anchored on the promotion of the group as a whole. Leaders do not stand alone. His/her continuous quest for the righteous is anchored on those they seek for support and advice; on the events, places and persons they contacted with that influence their personal experiences and ideologies, which in turn will motivate and determine the scope of their transformational goals, boost their hope to overcome the constraints ahead and inspire the involvement of future leaders.

According to James Kelly (2006, pg. 84), *"It is one thing to mobilize citizens to fight for a cause; it is another to mobilize citizens to develop plans and actions to guide their own future"*.

In this study we described that in this paradox is anchored the essence of a leader and its capacity to build his/her environment. Struggling for a cause, although deemed to be

considered, demonstrates a more sporadic participation from the individuals while developing a plan and an action embraces the construction of a collective vision. Leaders never exclude fighting for a cause. Instead they do integrate it into a continuous and structured plan, thereby their authenticity is revealed.

All the Cape Verdean associative leaders have a cause to struggle for but it is integrated into a continuous plan embracing the construction of a collective vision. In order to complement the presented structure, we will provide snapshots of leaders core vision.

Leader 1 says that *“Everyone should pass through a dramatic experience that would make him/her stop and think; to activate the click in order to face the true and pure reality”*. Leader 2 calls for *“Participation at the Local Government”*. Leader 3 says that information management is essential, observing that *“It is part of our culture to keep the information for ourselves. It is the question of letting the team knows what we know”*. Leader 4 focus *“full integration in the Portuguese society without forgetting Cape Verdean roots”*. Leader 5 also mentions integration, highlighting that *“people who are well integrated and welcomed have a positive effect in society. The opposite has a perverse effect”*.

As shown all the five Cape Verdean associative leaders have cause to struggle for which is integration but they do see it as a part of an intellectual structure organized at several levels.

Their plans are framed in the extent of their interactions, which are a determinant aspect of their *savoir-vivre* and *savoir-faire*, revealing their Authenticity. The Oxford Advanced Learning Dictionary (p.88) defines Authenticity as the *“quality of being genuine or true”*. Considering the interactions occurred in the community endeavors, Lourenço and Ilharco (2007) describe Authenticity as the capacity to define and pursue a personal path by empowering our goals and leveraging our strengths toward the desired outcomes.

Daniel Goleman (1998) introduces a concept associated with leadership, which is emotional intelligence. He defines it as *“the sine qua non of leadership”*.

The author’s characterization shows the essential role of emotions on building readiness to bring about change through involvement and engagement of individuals toward the

growth of the group as a whole, observing that intellectual and technical skills *per se* do not provide a complete understanding of leadership.

This framework is supported by five Components: *Self-Awareness*, *Self-Regulation*, *Motivation*, *Empathy* and *Social Skill* (Goleman, 1998).

These five components shows the impact of emotions on leader's personal and daily struggles to develop and implement inputs towards the achievement of continuous breakthroughs in their community endeavors.

Self-Awareness translate the mental and social structure of the leaders when it comes to direct their personal capacities to achieve goals and concrete objectives.

Viewing Cape Verdean associative leaders from this light excel their transformational strength to input relational attributes into their involvements. Being involved in the associative life represents a constant and daily learning of their personal capacities to grasp challenges and feel inspired to touch others in pursuing their aspirations and dreams. As leader 3 mentioned in this study, inspiration comes from "*people who are persistent and don't give up. They don't lay down their harms in the presence of adversity*". The lesson retrieved is "*not to give up*".

Self-regulation is about adjusting to the context, through the structuring of a mental strategy, materialized in an open-minded posture as Goleman (1998) suggests. Given the fact that "*the leaders have the conscience that the future is not a smiling one (...)*", their role is crucial to promote the empowerment and motivation of the group and eagerly "*(...) fight and feed the hope*" (Leader 1).

The focus on *Motivation* should be on achieving and optimism. The lesson above described "*not to give up*" and "*the sense of hope*" constitute the strongest aspects that define the attitudes and behaviors of the five Cape Verdean associative leaders in their community endeavors.

As a result, motivation is driven by a burning issue that potentiates leader's involvement within the bounding forces of the system, above mentioned as the community power structures. "*Working to improve the future quality of life in the community*" (Leader 1, Leader 3, Leader 4 and Leader 5) and "*Doing something to reduce what is harmful to me or my family*" (Leader 2) were the main driven reasons that led Cape Verdean

Associative Leaders to become involved in the first place, characterizing the concept of “*Servant leadership*”.

As for *Empathy* and its implications for practice we have to pay attention to the expression “*Put yourself in somebody shoes*”. *Empathy* goal is to highlight the objectives and leadership of the group by facilitating and giving support to individual’s performances and their emotions (Goleman, 1998). There are two distinct, although, interconnected aspects that deserve our attention when approaching empathy.

Collaborations between grassroots leaders and elite leaders require the ability to master both empathies. Given their endeavors, perceptions about participation are seen from different perspectives, which can cause misunderstandings and consequently diminishing engagement efforts. More precisely, “*due to its labels, the association is isolated because the other associations think that it is elitist, an exclusive of some more educated persons who are well positioned both monetarily and culturally. It’s avoided.*” (Leader 4).

Youth-Adult Partnerships are a valuable source of knowledge and continuous learning that are extremely important to assure the sustainability of leadership. Continuous participation of young people requires involvement in activities/areas of their own personal interest, on which they participate in all phases of planning and implementation (Zeldin,). According to leader 5 (...) *It is up to young people to assume key positions in all areas. Youth may give an important contribute to the information and communication areas. They manage the website of the Federation (...)*”.

The author argues that relationship building is the supreme goal for *Social Skill* development, whose scope of action is centered on how interdependencies can be created and sustained in order to support the objectives and leadership of the group. As observed by Leader 5:” *An associative leader must know the social and political institutions as well as the channels of communication (...) good knowledge SEF (Aliens and Borders Service), City Halls, Social Security, and Insurances (...)* We even know the name of the person who is responsible for (...)

As seen, the way a group and/or a team are managed and its emotions are dealt and conducted determines the involvement or no involvement of the individuals. Building a culture of success involves positive emotions. What makes leaders moving and leading

crowds are the emotions. Positive emotions produce resonance and on the other hand negative emotions give place to dissonance (Goleman, et al, 2007; Lourenço & Ilharco, 2007).

Leader's involvements: Goals and leadership of the group

In this item we focus on how the goals and leadership of the group do contribute to the welfare of the group.

Contexts are the central focus of empowerment. The situations and resources available determine whether an individual feel more empowered or not, in a timely perspective (Zimmerman, 1995; Zimmerman, 2000a). This construct requires us to become "*ecological thinkers*", paying attention to the interactions that occurs in the contexts (Kelly 2000; Speer, 2000; Kieffer, 1984), based upon collaborative and creative solutions (Ornelas, 2002; Riger, 1993; Deutsch & Coleman, 2000).

Moreover, a divergent thinking should be endorsed to promote the participation of all stakeholders in the planning and implementation of problem-solving strategies, since community issues embraces and requires different points of view and perspectives (Rappaport, 1986; Kieffer, 1984; Watts, Trickett & Birman, 1994; Foster-Fishman, Cantillon, Pierce & Egeren, 2007a).

According to Zimmerman (2000a), Empowerment can be analyzed in three levels: *Psychological*, *Organizational* and *Community*.

The increasing collaboration with and knowledge about the community power structures contributes to and extol the feeling of *psychological empowerment* of the leaders, namely critical awareness.

It is noteworthy to mention the three dimensions of psychological empowerment defined by Zimmerman (1995): *Intrapersonal*, *Interactional* and *behavioral*. The *Intrapersonal* dimension is the aware capacity to intervene in the community contexts based on the personal knowledge that the individuals, as leaders and citizens, have of their real competences.

The analysis and understanding of the sociopolitical sphere alongside with the leaders' competences sets the tone for the *interactional* dimension and as previously mentioned potentiates the first involvements in the community activities. However, these involvements are strategically positioned according to the leader's personal agenda which is the growth of the group as a whole. The primary purpose is to contextualize how the relationships are established and on which goals are conducted, which requires "*environmental mastery*" (Zimmerman, 1995, p.589).

Consequently, as a leading aspect the leaders get involved in structures where they are able to have their voices heard and their interests met, such as the neighborhood associations, through activities of organizing and governance by mobilizing elements to influence the system, which constitutes the *behavioral* dimension of psychological empowerment.

Intrapersonal

Leader's primary community activities

Leader 1 identifies as primary community activities family support, Consular collaboration and cultural moments. In this framework family support divides its attention into two approaches, namely "*(...) being a friendly shoulder*" and on the other hand, given the volunteer character of association activities and its implications on reconciling associative life with family, the creation of an ATL (*Occupational Atelier*) for youth called "Novos Horizontes, Nova Vida" ("*New Horizons, New Life*") was deemed to be considered.

Consular collaboration was born from a need to establish a bridge between the neighborhood and the evolving context regarding the renewing of documents. This is the "*(...) only association in Portugal that has an official office of the State*". Cultural moments are also an important area of intervention, varying from "*(...) organizing meetings with Cape Verdeans writers*", the celebrations of "*(...) the Independence Day (Cape Verde), the 1st May, music, painting exhibitions, craftwork, dance and gastronomy (...)*".

Leader 2 focuses his attention on health issues, debates about Diaspora and partnership building with Portuguese health entities, in close collaboration with Cape Verde. The Fund priority is to provide support to "*(...) the evacuated sick from Cape Verde (...)*".

Their basis of intervention targets transportation for “(...) *for 350 sick people to Portugal*”.

They also organize debates about Diaspora which are centered in family issues and its relationships with community endeavors, namely education, culture, domestic violence, health and aging. A third aspect incorporates the importance of establishing partnerships with Portuguese health entities, in this case, Doctors “*to carry out training on STD-Sexual transmitted diseases and teenage pregnancy*”.

Leader 3 describes her primary community activities around more precise scope of action such as “*Professional training for young single mothers targeting the labor market*” and gastronomy markets as an example.

When embracing a long-term perspective, leader 3 attention falls into developing a “*Continuous project on fighting info-exclusion in our community (ongoing) through IT technologies*”, reframing the importance of providing “ (...) *response to the community in its whole (other communities as well)*”.

As for Leader 4, his associated condition creates the context to structure a candidature and become involved in the association. From the first he manifests a concern to open the association to the community but according to him “(...) *we have a problem. We have a different way of thinking, feeling and seeing the world. We are labeled of being elitists*”.

As such, all the actions are centered in the internal development of the association. As an example, the building where the association stands belonged to the City Hall of Lisbon so “*We receive a proposal of purchase and sale from the City Hall. We gather the funds and bought this space*”. Given its efforts, “*This is the only association acknowledged as an Institution of Public Utility*”.

Finally, leader 5 priority is to “(...) *project the Cape Verdean associations (...) and (...) go beyond the parties (...)*”. His primary concern is education, training by reinforcing the role of the Government of Cape Verde in assuring training there, so that when arriving to Portugal, they are “(...) *endowed of training to better compete in the labor market (...)*”.

As Leader 1, Culture is also highlighted by the Leader 5, in the association activities. Several celebrations take place such as “(...) *the Day of the Cape Verdean Woman (25 March)*. *Sporadically we pay tribute to the Cape Verdean Worker, in collaboration with the Embassy of Cape Verde, the Ministry of Culture of Cape Verde and several artists*”.

Appealing Factors

In their whole, leaders assume personal and community factors that contribute to become involved in community activities. Leader 1 recalls her memories in her grandparent’s house, more precisely their kindness to help other people in need. On the other hand, living on a problematic neighborhood and having children does not live space to indifference toward what happens around.

Leader 2 embraces both personal and community factors, framing his willingness to work in close collaboration with Cape Verde. Leader 3 upholds a strong sense of contribute to the community, arguing that those who are able to be providers should act. She also mentions the personal achievements that are retrieved from these involvements, herein focusing her personal need to be involved in activities.

Leader 4 views his participation in the association in the light of a conscience of public service, not referring personal factors. Following the line of thought from Leaders 1, 2, 3 and 4, Leader 5 also includes both factors. He highlights the importance of influencing, making pressure “*to create more openings*”. It is his strong believe that “*The Cape Verdean community shall be at the same levels of other countries (...)*”.

Expected Achievements

In this item several perspectives have been described. From the five pictures given by the Cape Verdean Associative leaders, it can be found that for Leader 1 expectations don’t reach a higher ground. Instead she does appreciate knowing that she touched someone with her actions. In her own words “*I do not hope to transform the world, but if I “recruit” someone to the associative life, that would be a good achievement as well*”.

Leader 2 expected achievements are centered on working to improve youth outcomes related with prevention. His concerns focus the development in Cape Verde,

highlighting the HIV problematic as well as others such as Diabetes as a result from development.

As a continuation of primary community activities, leader 3 expected achievements prioritize the growth of the Cape Verdean community as a whole. A crucial aspect is relationship building, herein, with Portuguese community and Portuguese Born-descendants. She hopes that Cape Verdean community has “ (...) *a vertical raising in terms of their status quo, which is inseparable from competence building, social and professional achievements(...)*”.

Leader 4 sees expected achievements not as a personal benefit as a result of being President, but as an opportunity to provide public service. Leader 5 touches Leader 4 concerns, focusing human development and democracy indicators arguing that “*medium development is not enough. It has to be higher*”.

Other Involvements

Leader 1 gives importance to establish partnerships with other entities such as the City Hall, City Council, public and semi-public institutions. However, she points that “*Partnerships with other associations are more complicated due to the climate of distrust over the distribution of financial resources*”. Another area of intervention is the organization of debates about the improvement of the neighborhood.

Leader 2 planned and implemented, in 2008, a project entitled “Sons e Sabores de Cabo Verde” (*Sounds and Flavors of Cape Verde*). He is also involved in projects related with Parental Education, Personal and Social Development, and Health Promotion.

Leader 3, as a result of her functions as a President, participates in several structures such as in the Federation of Cape Verdean Associations; in the International Congress of the Cape Verdean Staff in the Diaspora, the participation is more deeply anchored due to the fact that the Cape Verdean Association of Lisbon is one of the founders of this congress. This association also has a seat in the Platform of the Representative Structures of the Immigrant Communities in Portugal (PERCIP).

Leader 4 is involved with another non-profit association, providing services such as revising the statutes. Leader 5 channels his energies to social activities. He is the

President of the Union of Electric Industries of the South and Islands. He has a vast experience on collective negotiations.

Based on the perspectives provided by the leaders, we can observe that critical awareness is presented in every actions. Furthermore, we can see that the aware capacity to intervene in the community contexts based on the personal knowledge that the individuals, as leaders and citizens, have of their real competences, through the description of the appealing factors and consequent expected achievements. They also act as boundary spanners by creating links with other contexts which supports their actions.

Interactional

Priority of the Association to the leader

All the leaders, except leader 4, consider the association a High priority. Exceptionally the order of description shall be presented first by the leaders who answer High priority and secondly the leader who answer Not a very high priority. Further describing, Leader 1 was nominee by several associations to be a Counselor of ACIDI (High Commissioner for Migration and Intercultural Dialogue) at COCAI (Advisory Board for Immigration Affairs).

The Social Support Fund of Cape Verdeans in Portugal, managed by Leader 2 is vastly recognized by several entities, on which are IPAD (*Portuguese Institute for Development Support*), ACIDI (*Higher Commissioner for Immigration and Intercultural Dialogue*). The Fund also has a Protocol with Câmara Municipal de Lisboa (City Hall of Lisbon).

For Leader 3, this association represents a reference of the Cape Verdean community in Portugal. Historically grounded, *“It was the first immigrant association to be created in Portugal and for two decades it was the only one”*.

Leader 5 embraces a close collaboration with people. He values deeply the qualification of the staff, especially youth. He values relational capacity, saying that *“We must have an open spirit”*. Given the voluntary character of the associative life, training is needed.

Finally, Leader 4 perception is completely different from the above due to the fact of the association being isolated from the others. The elitist label referred in Basis of Primary

involvements blocks collaboration efforts between associations. Nevertheless, its organizational capacity should be acknowledged. According to the leader *“Given its social base of support several institutional levels of the society are easily reachable, namely community power structures such as Governmental. It has the capacity to implement, to establish goals”*.

Primary Reason for Involvement

The main Primary Reason for Involvement identified by the leaders is *“Working to improve the future quality of life in the community”*. Leader 2 identifies *“Doing something to reduce what is harmful to me or my family”*.

Leader 1 advocates that being involved in the community implies a commitment toward the growth of the group as a whole. Leader 2 describes it as a concern of a group of friends regarding the hardships the Cape Verdeans patients went through. Leader 3 sees her intervention as continuity. From the beginning she is connected with the social area, which includes both educational and academic lives.

Leader 4 focus the reason why he got himself involved in the association, in the first place. He argues that *“It was my duty to give something, to contribute”*. Leader 5 considers that *“If we resolve concrete questions, the quality of life is enhanced”*.

Events

All the events portrayed by the leader’s deals with social and political issues targeting the Cape Verdean community. The assault at CREL involving the actress Lúcia Franco served as an awakening call for Leader 1. The way the situation was dealt by the media and the negative impact on the neighborhood image fostered, in her opinion, even more racism and xenophobia.

Leader 2 occupies his free times. He keeps a close collaboration with his neighborhood by giving *“support in what is necessary”*. Leader 3 considers her commitment to devote time and energy to the association as her own existence. As previous mentioned she revives the impact of her personal and professional experiences in working with the association.

Leader 4 calls for a sense of urgency in promoting the integration of Cape Verdeans in the Portuguese society, observing that *“efforts have to be made to exert citizenships*

rights". Leader 5 refers "(...) *the very complex organization that gets in the way of minorities*", highlighting the problem of racism.

All leaders consider the association a high priority, excepting Leader 4 due to the fact of the isolation the association suffers from others. Nevertheless, the five Cape Verdean association leaders feel compelled to contribute to the growth of the community as a whole, more precisely to the welfare of the group. Regarding events, we can observe that community concerns constitute the basis for interaction and involvement.

Behavioral

Relation between personal goals with the goals of the association

In this framework, the leader's opinions differ quite a bit. Leader 1 considers that the relation is *Very much the same*, arguing that to embrace this life we must be heart and devotees of a social cause.

Leader 2 also identifies the relation as *Very much the same*. In his words, both personal goals and the goals of the Fund are "*to transmit a positive image of Cape Verdean citizens. In Portugal, is not all about working in the civil construction*".

Leader 3 opinion differs from the above described. She identifies the relation *Somewhat different*. She defends that association establish priorities that may not be included and/or envisioned in the personal goals. For Leader 4 the relation is *Somewhat the same*. According to him, the association promotes the Cape Verdean culture and integration of its associates, which are already integrated. On the other hand, the leader 5 invokes that his personal goals as citizen is to contribute to the full integration of his compatriots.

Leader 5 identifies the relation as *Very different*. He argues that the Federation goals must be projected higher than personal interests.

Association as an integral part of the leader's life

The general feeling that cross all the leaders is characterized by an overwhelm absorption into social cause issues. Leader 1 says that this becomes part of you, giving you energy and frustration to act. For Leader 2 the Fund's activities are more demanding than the work schedule. Leader 3 observes that one rule of social work is not

to let yourself get emotionally involved. But that is not possible. As for Leader the preparation of the association activities implies abdicating of his personal life, not attending Opera, concerts, exhibitions and so on. Finally, Leader 5 could not organize his life without contributing.

Needed supports

Leader's perception about needed supports vary. Leader 1 feels that the needed supports are *never* available. Leader 2 and Leader 3 consider that they *often* have the needed supports while Leader 4 consider *sometimes* and Leader 5 *most of the time*.

Absence of support

Leader 1 says that "*It is complicated when we don't have money and full time personnel*". Leader 2 describes it as a frustration. For him "*The worse that can happen is to have a plan for an activity that is unfeasible*", due to material and financial constraints. Leader 3 focuses lack of technical support, observing that "*solicitations (...) put us questions/situations that demand technical responses*". Leader 4 extol that there is no such thing as absence of support. All the planning is executed at its limits assuring that human, financial and cultural resources are available. Leader 5 describe a situation on which was planned to develop training for young associative leaders on management, account and so on but lack of support got in the way.

Influential people

Leader 1:

- My grandparents taught me the true concept of solidarity.
- Mário Andrade (UNIDES back then in Cape Verde) made me believe that I had a lot to give to bring about change.

Leader 2:

- Dra. Ligia Ferreira and Dr. Humberto Leite

Leader 3:

- My mother taught me not to give up. She doesn't give up, she is a fighter.

- During my academic studies, I crossed with very special persons that helped to shape my nature. In the sphere where I move, the persons who dedicate themselves to the social are persevere, don't give up and fight for causes.

Leader 4:

- No. I am the example.

Leader 5:

- President of the Cape Verdean Association of Lisbon

Influence on the work of the association

For Leader 1, their Grandparents and Mário Andrade made her interest on social issues grow. Dra. Lígia Ferreira and Dr. Humberto Leite represent, for Leader 2, two valuable persons whose support is much appreciated. Leader 3 the lesson retrieved is not to give up. At last, Leader 5 defines the President of the Cape Verdean Association of Lisbon as someone with charisma and spirit. Since Leader 4 identifies himself as the example, his answer in this topic does not apply.

Time to enjoy successes

In general, leaders take time to enjoy successes. Leader 1 mentions that at the end of each intervention, a moment of relaxation takes place. Leader 2 is happy when he achieves something. He also appreciates receiving welcoming words from people. Leader 3 does not take time to enjoy successes, but to think what went wrong. Leader 4 sees this moment as an opportunity to invest more on the demanding level. Leader 5 says that "*It gives a tremendous strength*".

This set of items illustrate leaders' practices based upon the analysis and understanding of the sociopolitical sphere alongside with the leaders' competences as previous mentioned. The relational between personal goals with the goals of the association portraytes opportunities proportionated to the leader by the association to fulfill their own personal views, aspirations and perspectives. In the overall, the promotion of the group is highlighted, more precisely the goals and leadership of the group. This fact can also be seen as they assume the association as an integral part of their lives. In the *behavioral* dimension described by Zimmerman (1995), involvements are positioned

according to the leader's personal agenda which is the growth of the group as whole. To carry out the tasks, the leader needs a support system. The Cape Verdean associative leaders identify in a curve line that either supports are never available, either supports are most of time available.

One more time the leader do not stand alone. As such, there are influential people that have influenced them to be active in community work in general as well as in the work of the association, excepting Leader 4 who considers himself as the example. Finally, an important aspect is the celebration of successes.

Neighborhood associations are enablers of civic participation, which create the ground for leaders to improve and develop their capacities, acquiring "*big picture*" knowledge (Wandersman & Florin, 2000; Berger & Neuhaus, 1996). An ecological approach suggests that leaders do have a saying in the definition and design of community strategy concerning the goals and leadership of the group, whose scope of influence is the neighborhood association and its system boundaries (Kretzmann & McKnight, 1993; Rich, Edelstein, & Hallman, 1995; Kaye, 2001; Portney & Berry, 2001).

Competences and Skills/Sense of Personal Effectiveness

Competence-building

This next category also falls into the behavioral dimension of psychological empowerment presented Zimmerman (1995), more precisely competence building and future-focused. This intensifies the power of their voices while at the same creates a platform to met their interests. Both are connected with the learning opportunities that the association provides to leader, through organizing and governance activities.

Leader 1 considers that participation in associative life enriched her life with learning opportunities and continuous challenges. Leader 2 says that experiences related with debates and conferences helps to enrich the group leadership. He argues that "*What lacks inside the group leadership has to do with project planning and implementation (...) to excel our participation in the community*".

For Leader 3, the association offered a brand new opportunity to work the cultural relations both with Cape Verdean community and with Portuguese society. Leader 4 says that the organization of weekly keynote speeches implies getting to know the

artistic, academic and scientific contexts, enlacing the knowledge acquired in college and professionally. Leader 5 refers that the social area is the most predominant in the associative life given the problems encountered. Another area of interest is legislation, more precisely how to deal with juridical procedures.

Future-focused

All leaders envision deepening their intellectual capacities at several levels such as: taking an Undergraduation in one of the following areas; social, political sciences and/or international relations (Leader1); have more training and knowledge on the level of leadership and participate in new projects with other entities (Leader 2); on the personal level, put the experience into paper through creative writing and on the professional level, give credit to the experience acquired toward the development of an investigation (Leader 3); develop his own personal competencies such as research and writing (Leader 4) and widen the knowledge on the social area in order to obtain more efficient results (Leader 5).

“Big-Picture” knowledge is both embraced by organizational empowerment level and community empowerment level (Zimmerman, 1995).

“Big-Picture” knowledge

Leaders 1, 3, 4 and 5 acquired a wider knowledge on contexts functioning that allows them to reach the upper level in terms of becoming sharp-eyed, in terms of influencing as an activist for the organization of 2^{sd} Forum at Tróia about the Representative Structures of the Immigrant Communities which boosted the creation of PERCI, in terms of acquiring resource knowledge and who is in charge to implement, in term of getting inside legislation and its mechanisms, in terms of making use of your social and political background to enrich the perspective of how the power is exerted and lastly in terms of creating new settings such as the Federation of the Cape Verdean Associations.

Leader 2 mentions that he did acquired “big-picture” knowledge but given their small work group (5 elements) and the fact that they all are volunteers and not full time workers, sometimes they do encounter difficulties at big enterprises and have to insist to obtain results.

We can observe that Leader 1, 3, 4 and 5 are part of an empowered organization. Given their level of performance, they are better able to reach out the upper levels of the community, knowing what engagement efforts should be levered while Leader 2 is inserted in an empowering organization who focus the individuals understanding of and participation in the neighborhood. Nevertheless, Leader 2 is actively involved in reaching the upper levels of the community.

Community empowerment is the culmination of psychological and organizational levels and the understanding of how the system works, involving the creation of a widely structure that gathers the parts as a whole, paying special attention to relationship building and resource allocation as Zimmerman (2000a) suggests.

As a result, the Cape Verdean associative leaders did became sharp-eyed, influential agents who make use of their social and political background to enrich their expertise of how the community power structures exert power.

As a result, individuals who experience a feeling of psychological empowerment will eventually achieve organizational and community empowerment (Zimmerman, 2000a). Leaders, who through a common strategy, possess the knowledge and who are able to control and manage the resources from an inside-out perspective do foster the development of a competent community, with a stronger organizing capacity (Ornelas, 2002; Speer, 2000; Zimmerman, 2000b).

Kieffer (1984) structure “ participatory competences” in four phases: the “*Era of Entry*”, the “*Era of Advancement*”, the “*Era of Incorporation*” and the “*Era of Commitment*”. The results described support these phases.

The creation of collaboration spirit on which all persons as citizens are given opportunity to have an active participation in decision making procedures that affect their lives and meet their needs urges (Rappaport, 1990), enabling “*local leaders to set their own agendas*” (Rappaport, 1994, p. 372).

2. How the leaders in their ongoing activities connect, relate and impact other organizations in the community?

Communication with other organizations

Building relationships between community organizations fits into the community leader's work. It is extremely important to build relationships between other Cape Verdean Associations in the community, as well as building strategic relationships between the Association and other groups. Leaders in their actions reflect behaviors that are based on their styles. These styles are interlinked with the emotional intelligence components previous mentioned.

Furthermore, communicating with other organizations act as organizational booster for the association which promotes empowerment. Secondly, leader gains an overall perspective of how relationships are built, that is how the system works, involving the creation of a widely structure that gathers the parts as a whole, on which community empowerment is defined (Zimmerman, 2000a).

Back to styles, we have to highlight that leaders don't usually use the same leadership style, instead they adapt it according to the situation and context.

In this line, the *democratic* style fits in into the community leader's work, regarding building relationships between community organizations.

The *democratic* style emphasizes the participation of the individuals in the process. In this regard, the leader wants to accomplish more support, not meaning that he/she does not know their path (Lourenço & Ilharco, 2007). Instead he/she is tracing common points of interest in order to structure its objectives into a collective vision of a group, an association and/or an organization.

Relationship building with community groups

Leader 1: Platform of the Representative Structures of the Immigrant Communities in Portugal (PERCIP)

Leader 2: Liga Portuguesa contra a Sida (Portuguese League against HIV)

Leader 3: International Congress of the Cape Verdean Staff in the Diaspora

Leader 4: Community Group of Carnide (City Council)

Leader 5: Ukrainian community

Leader as resource for community groups

All the leaders, except Leader 4, are considered as a resource for community groups. People talk with Leader 1 about the community and exchange of experiences. Leader 2 knowledge of Cape Verde as well as Portuguese contacts makes him an added value. Related with Leader 3, students from college and high school students want information about the Cape Verdean community and its culture. Leader 4 is not seen as resource for community groups given the climate of distrust, which has been described all over this text. Leader 5 is asked about Nationality issues, describing that “ *since 2007 we have the Portuguese tests and since not all have access to internet, they ask me information's*”. He is also part of two commissions at ACIDI: CICDR (Commission for Equality and against Racial Discrimination) and COCAI (Advisory Board for Immigration Affairs).

Community groups as resource for the leader

Leader 1 is asked about the 2^{sd} Forum and as a result of being a Counselor at COCAI.

Leader 2 requests the opinions of Dra. Lígia Ferreira and Dr. Humberto Leite.

Leader 3 look for opinions in the structures on which the association is a partner or with it articulates.

Leader 4 does not see community groups as resource. He considers that the association has capable opinion-makers.

Leader 5 targets the Aliens law which has several aspects. There are communities on which more documentation is demanded (...) exchange information (...) if they (immigrants) didn't knew more time was wasted (...).

All the Cape Verdean associative leaders exchange resources among contexts of participation regarding information about the community, its culture, nationality issues (Portuguese tests) due to the connections with the Ukrainian community. Leader 1 and Leader 5 integrate commissions at ACIDI. However, Leader 4 is not seen as a resource for other groups and nor does he sees other groups as resources due to isolation this

association suffers. That does constitute a constraint to develop his plan. He seeks for support inside the association, mobilizing its internal resources. We can say that these leaders in a democratic way emphasize the participation of the individuals in the process. In this regard, the leaders want to accomplish more support, not meaning that they do not know their path (Lourenço & Ilharco, 2007).

Importance of past work interactions

Leader 1: The Informatics Consortium (with 4 Cape Verdean associations and 1 Guinean association);

Leader 2: For several years he fulfills the duty of Union leader- Sindicato Nacional dos Trabalhadores dos Correios e Telecomunicações (National Union of Mail Workers and Communications);

Leader 3: She has always worked with populations/groups as a public employee where there is a constant learning about the relationships and the hierarchy's weight;

Leader 4: Union activities which created the opportunity to coexist with Union leaders endowed of work capacity, ideas and competencies;

Leader 5: Several experiences contribute to the Federation: people and institutions from several communities.

This item focus the importance of past events as previous mentioned in welfare of the group. Events not only influence and trigger participation but they also foster learning opportunities.

Act on the behalf of the association

Leader 1: In 2001 she had a big public recognition. She received an invitation by the Civic Governor of Setubal to attend a national seminar "Solidarity Security". It was the only Cape Verdean association.

Leader 2: He argues that the association statutes oblige the President to represent the Fund.

Leader 3: She has represented the association in several occasions for example in the International Congress of the Cape Verdean Staff on the Diaspora

Leader 4: Participation in the creation of the Federation of Cape Verdean Associations

Leader 5: He represented the Federation in several organizations, conferences and seminars.

The context on which the leader acts have an active influence in modeling his/her understanding of the interdependences that take place within and what strategies best fit to transform the needs into strengths and capacities. To promote sustainability, the leader actions must be supported by the group dynamics.

Relationship building with other community organizations

All leaders, except Leader 4 who said that is not important to his community work, consider that is *Very important* to establish relationships with other community organizations. Given the answer provided by Leader 4 and according to the guidelines of the interview, his perspectives shall not be considered in the next four categories.

Relationship building to target results

Leader 1: Somewhat more difficult

Leader 2: Much easier

Leader 3: Somewhat easier

Leader 5: Much easier

Amount of time spent doing community work

	Busy week	Slow week
Leader 1	40 hours per week for a period of six months	24 hours
Leader 2	7 hours	5 hours
Leader 3	25 hours	15 hours
Leader 5	6/7 hours	4/5 hours

Time spent on building relationships, as a result of doing community work, is very valuable to establish bounds between the individuals which in turn provides future support for a collective vision. The *affiliative* style values collaboration with and between individuals. A fundamental characteristic is the sharing of emotions, which is mostly relevant to foster harmony and to keep the individuals well-being when facing under pressure and conflict situations.

Time spent on building relationships

	Busy week	Slow week
Leader 1	3 hours	2 hours
Leader 2	3 hours	1 hour
Leader 3	12 hours	5 hours
Leader 5	5 hours	1 hour

Core components of democratic leadership are team spirit, collaboration, conflict management and influence (Goleman, 2007). The scope of action is geared around cooperation “*in which the goals of the parties involved are predominantly interdependent, as compared with competitive ones (...)*” (Deutsch & Coleman, 2000, p. 25). Open processes are enhanced through active channels of communication and participation among the individuals in the group.

Perception of effectiveness in the work with the association

All leaders become more effective in the work with the association by acquiring new habits (Leader 1), by contributing to the development of Portugal, fulfilling gaps in food, housing and daily transportation of the Cape Verdean sick evacuees (Leader 2), by knowing who to turn to for a problem resolution (Leader 3) and by using the contacts to deepen competencies and promote positive results (Leader 5).

Leader’s commitment toward the community

Leader 1: “*Being a leader makes us “improve our scent”. We try to catch the things before they happen. We have to be at front”;*

Leader 2: “*There is a need of enlightenment. The best way to handle with immigration documents, family support is needed (...)*”.

Leader 3: “*The knowledge of the legislation is very important to us. It is very important to participate in different fronts (...)*”;

Leader 4: “*It does not have material contributes because the Cape Verdean does not own organizational capacity to implement, a legitimate representative structure (...)
The Cape Verdean community is not taken seriously by no one”;*

Leader 5: *“It influenced and for the good. Example: Until 2000 if you ask what was most relevant for the Cape Verdean community, the answer was housing. If you ask today, the answer is education and training”*.

What stands is leader’s effectiveness and commitment to promote the goals and leadership of the group. He/she seeks partnerships that connect and promote the group. They all built a strong team spirit, advocating for the empowerment of the Cape Verdean community.

Personal vision

The *visionary style* inspire its followers, transmitting them the power to believe in things and actions. Designing a collective vision gives leader a broader perspective of the goals defined, who can be involved to reach those goals and what contributes the leader is able to promote. Maintaining the sense of hope is determinant to overcome the constraints ahead and keep the group focused on their course of action (Goleman, (2007).

Visions for the Metropolitan Area of Lisbon

Leader 1: *“When I look I see everything “dark”. I think that we are not doing all we can. I am very optimist and straight. Sometimes I feel powerless; still I try to pass a positive message (...)”*;

Leader 2: *“The number one point related with Cape Verde taking place in Portugal has to do with Local Governments, namely at Amadora/Sintra. This is the only possible way for us to be closer of the power (...)”*;

Leader 3: *“(…) a continuous grow of the education level as well as information level (...) The education level (...) is about having the so-called empowerment. The person has to be prepared to manage itself in the society and control its own life (...) We have to have that conscience and intervene in that direction”*.

Leader 4: *“(…) cultural transformation to potentiate the vision that integration is convenient, but it has its costs (...) A profound transformation of mentalities and consciousness to form a competitive country, independent of communitarian funds and integrated on the main European powers must take place”*.

Leader 5: *“Integration as a positive evolutionary process that awakes toward the problem of lack of suitable housing and educational training”*.

Connections between personal visions of the leader and visions of the association

Leader 1, Leader 2, Leader 3 and Leader 5 describe the connections as Similar while Leader 4 describe it as *Very Similar*. Among all and their endeavors there is an acknowledgment of the present and mostly of the future.

We can observe that leaders guide and are guided through their emotions, which represent the platform to involve, achieve and transform their realities and the realities of their followers. Collective vision represents the central spectrum of action from which involvements are visualized and partnerships merged.

Transformational leadership is characterized by four characteristics such as: *inspirational motivation; idealised influence; individualised consideration and intellectual stimulation* (Lourenço and Ilharco, 2007; McGuire & Hutchings, 2007; Smith *et al.*, 2004).

Inspirational motivation is about embracing a vision and transmitting confidence about the projected objectives, which creates an atmosphere for an intellectual structure anchored in leader self-awareness of his/her capacities to empower, McGuire & Hutchings (2007) suggest.

Core vision

Leader 1: *“Everyone should pass through a dramatic experience that would make him/her stop and think; to activate the click in order to face the true and pure reality”*;

Leader 2: *“Participation at the Local Government”*;

Leader 3: *“Information management. It is part of our culture to keep the information for ourselves. It is the question of letting the team knows what we know”*;

Leader 4: *“Full integration in the Portuguese society without forgetting Cape Verdean roots”*;

Leader 5: *“Integration. People who are well integrated and welcomed have a positive effect in society. The opposite has a perverse effect”*.

The act of leadership, as José Mourinho describes (2007 *Cit In* Lourenço and Ilharco, 2007, pg. 205), is “ *about being coherent; it is about having the capacity and intelligence to define a project and obtain empathies among the followers and the responsables for the process (...) How can I lead others to believe in something that I do not believe myself?*”.

As we have described *Charisma* is the ability to catalyse energy to the group and organize that same energy in function of the desired outcomes (Lourenço and Ilharco, 2007; Klein & House, 1995; Bono & Ilies, 2006).

As an act of leadership, relationship building captures and releases the energy to the group, focusing the promotion of the whole. As previous mentioned leader do not stand alone. Thus, the fulfilment of expectations and goals require participation of and dialogue with the group, herein the neighborhood association.

Charisma provides the supportive structure for transformational leadership and is intrinsically linked with two of its characteristics which are *idealized influence* and *inspirational motivation* (Lourenço and Ilharco, 2007; Bono & Ilies, 2006).

Goals toward making leader's vision a reality

Idealised influence represents the image portrayed by the leader to its followers. Whether celebrating successes, whether in moments of crisis, he/she must eagerly encourage the goals and leadership of the group (McGuire & Hutchings, 2007).

The way the leader incorporates his/her personal goals into the objectives of the association and assumes it as an integral part of his/her life always in collaboration with his/her followers and community endeavors unleashes a strong influence in the group, projecting its goals in the community power structures.

Leader 1: “*By talking with the children in ATL (Occupational Atelier) (...)To pass the dream to these children and tell them that dreams have to be superior to reality*”;

Leader 2: “*What lacks in Portugal are not mechanisms of participation but organization to organize the community around electoral register, voting and political participation, through which the strength, voice and image of our community is ennobled*”;

Leader 3: *“We have a project of a magazine of culture and associative issues in the association, with cultural and societal contents (...) A project that is being developed is the creation or sustainability of a radio station or having a radio programme. We have the idea, not knowing how to reach the community”*;

Leader 4: *“It started with the Federation of the Cape Verdean Associations . The Federation is a dead structure (...) To overcome difficulties, they should start working in the neighborhoods through attendance at neighborhood Assemblies, aiming the promotion of dialogue with and involvement of people so that legitimacy to represent and dialogue is acquired (...) Solutions must come from the inside out (...)”*;

Leader 5: *“Because we are an institution of the Cape Verdean community and of the Portuguese society, we articulate with Cape Verde to build a path for integration (...)”*.

Thus, the focus is on the primary reasons to become involved in the associative life through the delineation of community activities bounded by transformational goals, appealing factors and achievements on which stands right from the beginning the leader full commitment toward the growth of the group as a whole.

Getting people involved to

Individualised consideration refers to the empowerment of their followers through the strategic development of partnerships tailored to create bonds between the leader and its community as a whole (McGuire & Hutchings, 2007).

The leader must be able to build synergies among those who are involved and care about social and political causes. The contributes retrieved provides valuable inputs to leader’s effectiveness in the associative life and as member of a community.

Whenever is possible Leader 1 establish contacts and she plans to distribute the association journal. Leader 2 influence is centered on the political parties with the same goals, targeting the area of Amadora. Leader 3 and Leader 4 mention the importance to involve both Cape Verdean and Portuguese institutions. Leader 5 follows the same line of thought, saying that partnerships have to include different entities such as schools, local Governments and public institutions.

Leader's contribution to reach goals

Both Leader 1 and Leader 2 are centered in recruiting capable persons with academic backgrounds. Leader 3 focus the discussion of know-how and planning and development of some generic contents. Leader 4 concludes, with this mandate, his contribution and active participation in the associative life. Finally, Leader 5 will give his best to involve the associations of the Federation and as previous mentioned get the collaboration from both Cape Verdean and Portuguese institutions.

Hopeful about vision becoming a reality

Lastly, *intellectual stimulation* represents the “*lifeblood*” of the leader, supporting the view that a leader do not stand alone in his/her quest for the righteous. If empowerment promotion is the desired outcome, then the pursue of a collective vision must imply a strong participation of leader's followers (McGuire & Hutchings, 2007).

The ultimate goal comprehends the transformation of the leader's personal vision into a collective vision keenly anchored in group opinions and thoughts. He/she seeks the balance and bound of the heterogeneity and homogeneity in the communities. The goals and leadership of the group are deeply anchored on hope. Individuals must feel touched and empowered by the leader's words and actions, which are determinant in excelling group motivation (Rappaport, 1985).

Leader 1 is *Very Hopeful*. Leader 2, Leader 3 and Leader 5 are *Hopeful*. Leader 4 is *Somewhat hopeful*.

Personal vision becoming a collective vision (Circumstances) / 4.9- Responses toward

Leader 1 efforts to implement projects that approaches the existences of the neighborhood receive both positive answers and/or the re-definition of objectives is required. On the other hand, she also received an invitation to write for a newspaper about her perceptions and visions as a woman of the neighborhood. As a result, the text was transformed into a political discourse, suffering technical improvements.

Leader 2 have shared its vision in a meeting with a group of friends, wherein some belong to Parties, and he also shared it with Parties. From the friends perspective and independently of their political sides, there is a consensus about the importance to have

an active participation at the local Government. As for the Parties, they don't believe in the organizational capacity of the Cape Verdean community.

Leader 3 vision is centered on the development of a Radio initiative, establishing several contacts, namely with RTP Africa for a broadcast cover. A written proposal was presented but no answer was given. Later on, new contacts were established with a member of the Government in charge of the media. He was interested in supporting this initiative but the Government fell little then.

Leader 4 observes that on the speaking level, agreements are made and participation is seen as a crucial aspect but when it comes to implement only a few appear. On the other hand, those who are present in board/institutions tend to give more consideration to personal than collective objectives.

Leader 5 experience on integration has always been present in conversations with several institutions, framing that this vision was built collectively.

Discussion of personal vision on association meetings

Globally, leaders vision is discussed and enriched on association meetings (Leader 1, Leader 3 and Leader 5). As for Leader 2 is not allowed to bring politics to the Fund's agenda. Lastly, Leader 4 focus that the core issue is organizational capacity.

Impact of discussions on hope to achieve

There is a general feeling of hope among the five Cape Verdean associative leaders, extolling the extreme relevance of building a strong financial capacity to avoid the unfeasibility of projects and dependency from institutions and the State.

The role of the association to reflect and create a vision

Through informal interactions, Leader 1 promotes the reflection of the *state-of-the-art* of the neighborhood in terms rehabilitation, extension of ATL (Occupational Atelier) and solutions for the elderly. Leader 2 areas of intervention are access to housing and health. Both areas are rich in complaints and gaps.

Leader 3 focus the work group and contributions from different educational backgrounds and age groups around the development of an idea. Leader 4 calls for an opening in social boards to be willing to participate in grassroots projects. Leader 5

participation in the Federation of Cape Verdean Communities gave him a broader knowledge of the Metropolitan Area of Lisbon. He mentions one of the Federation goals which is to give knowledge to the Portuguese society of the Cape Verdean community in terms of their cultural values.

Thoughts about the future

Leader 1: *“I think we have to “contaminate” the community with other leaders”;*

Leader 2: *“It’s our daily work. What push us forward to continue and bond even more the community are the hardships found in some entities”;*

Leader 3: *“Our relationship with the Metropolitan Area of Lisbon is one of knowledge and participation for example on exhibitions, schools, City Halls”;*

Leader 4: *“It depends on internal mobilization”;*

Leader 5: *“(…) on a global scale, it helped me to reflect about the Metropolitan Area of Lisbon (…)”.*

Influential people

All leaders, except Leader 4 who recalls his early times working on behalf of the community at church as a leader and its influence on acquiring a consciousness of public service, mention people from City Halls, members of the Central Government and colleagues from the associative movement as those who actively influence their understanding regarding the Cape Verdean community.

Vision unfold over the next ten years

Leader 1:

-“Rehabilitation of the neighborhoods. Housing is a fundamental aspect for the harmony of the person. A person with a bad mood doesn’t have big dreams”;

-“Education at all levels: academic, social education and also about living in society”;

Leader 2:

“City Hall: To have an elected President on one of the following boroughs of the Metropolitan Area of Lisbon: Amadora/ Sintra/ Oeiras/ Montijo:

- *Unite valid elements*

- *Create an electoral programme*

- *Take eyes on eyes with the community*

- *Take eyes on eyes with the Portuguese, showing that altogether we have the capacity of doing something that will benefit both Cape Verde, Portugal and immigrant communities, in particular*”.

Leader 3: *“Improvements on the level of knowledge of our community and/or of certain groups inside the community envisioning a boosted capacity to exercise citizenship. The individual must be endowed of better instruments such as empowerment”*;

Leader 4: *“I don’t have plans for the future”*;

Leader 5: *“I hope what we know today shall be part of the past (...) Therefore the importance of education (...)”*.

Collective vision is an adventuresome activity as we attempt to project the parts as a whole. The heterogeneity and homogeneity in the communities represent those same parts. In this particular view, the whole defines the systems. According to Bellinger (2004, p. 1) a System is *“an entity which maintains its existence through the mutual interaction of its parts”*.

Thus, accountability for the interdependencies that are established between them should be enhanced, given that the sum of the parts is not enough *per se*.

The projection of a collective vision by the five Cape Verdean associative leaders requires the balance and bound of the heterogeneity and homogeneity in the communities. Heterogeneity values deeply the individual’s interdependencies, their origins and their contexts of participation. In contrast, homogeneity connects the goals and strategies of the leadership of the group.

Leader’s heterogeneous contexts of participation on family support, consular collaboration, cultural events, health issues, debates about Diaspora, trainings, exhibitions (markets), constraints on engaging collaborations, education promotion at Government level and celebrations (days), all of them provide learning opportunities and contributes toward the growth of the group as a whole. The homogeneity of the

group is represented in collective vision. We focus that homogeneity do not exclude heterogeneity. Instead the heterogeneity of the parts support the promotion of the whole (homogeneity).

Mentoring

A present aspect in collective vision is the future. Since we are referring to associative leaders we should also illustrate the sustainability of leadership, through mentoring. In this study, we approach mentoring through the concept of Youth-Adult partnerships. As previous mentioned in chapter 1, Youth-Adult partnerships are a valuable source of knowledge for both youth and adults that “(...) *aims to bring together diverse youth and adults with the aim of making key decisions, as a group, through the use of democratic and consensus processes*” (Zeldin, Petrokubi & MacNeil, 2008, pg. 263).

For this matter, youth contributions and opinions must be taken into consideration by adults (Zeldin, Larson, Camino & O’Connor, 2005). Considering their level of maturity, youth is able to have a voice regarding the concerned issues, the authors argue. Moreover, their engagement cannot be represented by esporadic episodes of participation. Instead they should participate in all phases of decision-making processes if youth empowerment is the goal, they suggest.

Younger people becoming involved as a result of leader’s influence

All leaders, except Leader 3, mention *Yes*.

According to Zeldin (2008), youth participation can be structured in two levels: Governance and Organizing. He argues that both are important and should be complemented, although youth are entitled to be involved whether in governance and/or organizing, according to their interests. Nevertheless, if we take into account both perspectives youth gain a broader vision of decision- making processes. As an example programme evaluation provides the first overview of the association and/or institution and its programmes and/or activities. Youth have a unique opportunity to obtain a greater knowledge on negotiation skills. The author also mentions fundraising, communication and media, and philanthropy and service as valuable governance activities for youth.

As such, Governance is characterized for participation in boards and councils. Youth have a seat and their opinions about an issue are on the same level as adults, the authors

argue. Governance receives a more profound attention due to the fact that youth are lesser involved in this area. Their engagement efforts are basically concentrated in organizing.

Organizing regards youth participation in activities, merely in programmes and/or activities target for youth. The core areas of intervention are music, sports and dance. No decisions related with evaluation, budgeting and implementation are taken on this level.

Ways to involve youth

Leader 1 and Leader 2 point sport, music, dance and debate-oriented activities as ways to involve youth. Leader 1 observes that boys only participate in actions related with sport and music while girls are involved in all kinds of activities. Leader 2 calls our attention for situations that trigger and lead to school dropout (e.g. *Drug Courriers*).

Leader 4 activities are more appealing to young people in their thirties/forties. Leader 5 describe the experience of taking five youngsters to Cape Verde for the 1st International Congress of Cape Verden Staff in Diaspora. According to him, the goal was to involve them right from the beginning in the associative life. The youngsters are now part of the Federation of Cape Verdean Youth in Portugal.

As observed, the ways to involve youth are concentrated on the organizing level, although Leader 5 projection targets governnace level when he focus the goal to involve youth right from the beginning in the associative life. Regarding these perspectives, youth are not involved in decision-making processes. Zeldin *et al* (2005) argue that youth engagement cannot be represented by esporadic episodes of participation. Instead they should participate in all phases of decision-making processes if youth empowerment is the goal, they suggest.

It would be interesting to promote youth participation in the association boards, giving them the responsibility to plan and implement activities, in collaboration with adults.

Herein, the *coaching* style is crucial. Although is centered at the individual level, its ultimate goal is the promotion of the group as a whole. It is important for the leader to have personal interventions with each individual's wherein they have the chance to talk about their life, aspirations, worries and difficulties. *Coaching* is meant to provide learning and relational opportunities for individuals as well as for the leader, Goleman

suggests. As identified as a component of emotional intelligence by the author, “*Self-awareness*” translate leader capacity to guide individuals according to their best interests, aiming *psychological* empowerment (Zimmerman, 2000a).

Going forward, *Empathy* goal is to highlight the goals and leadership of the group by facilitating and giving support to individual’s performances and their emotions (Goleman, 1998; Kellett, Humphrey & Sleeth, 2006).

Kellett *et al* (2006) and Lourenço and Ilharco (2007) call our attention for the importance to consider two facets of leaders which are task oriented and relational oriented. Building relationships is essential to establish connections and promote exchange of resources and ideas which enhances task performance and leadership of the group by facilitating the development of collaborative efforts among community endeavors. As such, empathy is seen as crucial to promote empowering mechanisms of participation that values the potential and skills of young people.

Specific mechanisms/obstacles for participation

Leader 1 says that financial capacity is needed to support actions. She reinforces that young people have potential and that is necessary to stimulate them with tours, retreats and so on. Leader 2 focus the material resources. He describes youngsters will to know what is happening at Cape Verde, how is possible to contribute. He also mentions the importance of music as an area of intervention to target alcohol, drugs and HIV.

Leader 3 defines this topic as their Achilles heel. They would like to have more youth involved but they don’t know how. Leader 4 propose the creation of a Federation of 2/3 associations on which the social boards would imply young people with an open-mind and leadership capacities. On the beginning they would have a mentor. This project was an alternative to a Federation of 60 associations but due to the lack of interest the project had no future.

Finally, Leader 5 considers that young people should assume strategic positions in all areas, paying special credit to the information and communication areas. As an example, they manage the website of the Federation of the Cape Verdean Associations. It is in the Federation agenda to plan a training on management, given the tasks required in associations.

In this last item we can retrieve a broad interest to involve youth. Leaders focus financial and material as possible constraints to assure a more continuous participation of youth in association activities. Leader 2 reiterates youth will to know what is happening at Cape Verde. It would be valuable to know what led to the lack of interest from youth to embrace the creation of a federation of 2/3 associations as Leader 4 mentioned. This suggestion is also worthy to find out how to involve youth as Leader 3 observed. Lastly, Leader 5 perspective falls in the governance area when referring to the information and communication areas.

As such, youth must be given the opportunity to attend meetings, he suggests. Youth interests on music, dance and sports can be very valuable to organize dance shows, football games, charity events and so on. The profits would revert to support the association and/or institution programmes and/or activities. These actions act as youth empowerment boosters. Youth gets both sides, which are governance and organizing.

In communication and media area youth could contribute with documentaries about the community. For Philanthropy and Service, youth could be responsible for the management of funds of the community, in this case regarding projects and/or programmes targeting the community and economic development of their endeavors (Zeldin, Petrokubi & MacNeil, 2008).

Youth participation is priceless to promote *community* empowerment. Governance is anchored in three principles: *ensuring social justice and youth representation*, *promoting youth development* and *building civil society*.

Ensuring social justice and youth representation refers to youth gaining mastery over their own lives. *Promoting youth development* embraces the promotion of youth effectiveness in their community endeavors. *Building civil society* endorses the participation of all stakeholders, highlighting the importance of divergent thinking.

Conclusions

This study aims to understand how the empowerment and participation processes contribute towards the development of the relational capacity of the Cape Verdean associative leaders to become agents of influence on the understanding and action in the community power structures of the community as a whole.

The core conclusions we reach illustrates Cape Verdean associative leaders will to pursue a path and embracing it with all of their strenghts. They demonstrated a major concern with their environments, how their communities are positioned to responde toward the social and political challenges ahead. Their primary community activities target the present while at the same visualize the future. As Lourenço and Ilharco (2007, pg. 84) write: "*When we care with ourselves and with the world, we are essential ahead of ourselves, always and already projecting for the future*".

Leaders' actions cannot be dissociated from their community endeavors. As such, their core context of participation is the neighborhood association. In this study we could observe that neighborhood associations are a powerful platform for leaders to develop their transformational goals and merge potential partnerships that could support them in their vision.

The Cape Verdean associative leaders could not see themselves apart of the constraints and challenges their communities are facing. We can observe a mix of personal and community factors regarding their involvements.

Given leader's personal path and contexts of participation, a concept must be outlined which is Authenticity. The Oxford Advanced Learning Dictionary (p.88) defines Authenticity as the "*quality of being genuine or true*". Considering the interactions occurred in the community endeavors, Lourenço and Ilharco (2007) describe Authenticity as the capacity to define and pursue a personal path by empowering our goals and leveraging our strengths toward the desired outcomes.

The leader's project is framed in the extent of its interactions, which are a determinant aspect of its *savoir-vivre* and *savoir-faire*. Actions become more real, more reachable. The leader is able to center itself in the context.

Contexts are the central focus of empowerment. The situations and resources available determine whether an individual feel more empowered or not, in a timely perspective (Zimmerman, 1995; Zimmerman, 2000a). This construct requires us to become “*ecological thinkers*”, paying attention to the interactions that occurs in the contexts (Kelly 2000; Speer, 2000; Kieffer, 1984), based upon collaborative and creative solutions (Ornelas, 2002; Riger, 1993; Deutsch & Coleman, 2000).

Thus, part of the leader's personal development is how he/she acquires and refines their interpersonal and organizational skills. The Cape Verdean associative leaders developed and learned new skills, in the extent of their interactions. Just to name a few easiness on talking, participation on debates and conferences which enriched the group leadership, cultural relations both the Cape Verdean community and the Portuguese society, getting in contact with other contexts such as artistic, academic and scientific and knowledge about the social area and legislation regarding juridical procedures. This set portraytes how these leaders became “*ecological thinkers*”.

As for collaborative and creative solutions, they do consider deepening their knowledge on the social and political sciences and/or international relations; leadership; research and writing and in the social area given its proximity with the associative life. They consider this aspects crucial to excel the participation of the Cape Verdean community in the Portuguese society.

As we have described the relational capacity of the Cape Verdean associative leaders to become agents of influence on the understanding and action in the community power structures of the community as a whole is deemed to be consider. As a result, the Cape Verdean associative leaders did became sharp-eyed, influential agents who make use of their social and political background to enrich their expertise of how the community power structures exert power.

We can observe, in general, they are all part of empowered associations. Given their level of performance, they are better able to reach out the upper levels of the community, knowing what engagement efforts should be levered.

Neighborhood associations are enablers of civic participation, which create the ground for leaders to improve and develop their capacities, acquiring “*big picture*” knowledge (Wandersman & Florin, 2000; Berger & Neuhaus, 1996). An ecological approach

suggests that leaders do have a saying in the definition and design of community strategy concerning the goals and leadership of the group, whose scope of influence is the neighborhood association and its system boundaries (Kretzmann & McKnight, 1993; Rich, Edelstein, & Hallman, 1995; Kaye, 2001; Portney & Berry, 2001).

The Cape Verdean associative leaders keenly sought for support in their group by communicating with their associations as well establishing bridges with other associations. Their goal is the promotion of the group as a whole. As such, building networks actively promoted its community empowerment. We conclude that leader effectiveness in his/her work in the association and as a member of the community did empowered its relational capacity and awareness about community endeavors.

Building relationships is essential to establish connections and promote exchange of resources and ideas which enhances task performance and leadership of the group by facilitating the development of collaborative efforts among community endeavors.

The Cape Verdean association leaders envision, relate and involve. Since we intend to understand how leaders become agents of influence, we will center our conclusions on the transformational capacity of the Cape Verdean associative leaders to define the guidelines for a collective vision.

We can observe that Cape Verdean associative leaders were able to connect their personal visions with the visions of the association, transmitting confidence about the projected objectives, which creates an atmosphere for an intellectual structure anchored in leader self-awareness of his/her capacities to empower as McGuire & Hutchings (2007) suggest.

The act of leadership, as José Mourinho describes (2007 *Cit In* Lourenço and Ilharco, 2007, pg. 205), is “ *about being coherent; it is about having the capacity and intelligence to define a project and obtain empathies among the followers and the responsables for the process (...) How can I lead others to believe in something that I do not believe myself?* ”.

Moreover, they develop goals to make the vision a reality by passing the dream to the children of the neighborhood, by focusing that what lacks in Portugal are not mechanisms of participation but organization to organize the community around electoral register, voting and political participation, through which the strength, voice

and image of our community is ennobled, by projecting a magazine of culture and associative issues, by creating new settings such as the Federation of the Cape Verdean associations and by articulating with Cape Verde in order to build a path of integration.

These leaders eagerly encourage the goals and leadership of the group (McGuire & Hutchings, 2007).

They also get people involved by building synergies among those who are involved and care about social and political causes and provide contributes to reach those same goals. Leaders embraces the empowerment of their followers through the strategic development of partnerships tailored to create bounds between the leader and its community as a whole, which demonstrate *individualised consideration* (McGuire & Hutchings, 2007).

The ultimate goal comprehends the transformation of the leader's personal vision into a collective vision keenly anchored in group opinions and thoughts. He/she seeks the balance and bound of the heterogeneity and homogeneity in the communities. The goals and leadership of the group are deeply anchored on hope. Individuals must feel touched and empowered by the leader's words and actions, which are determinant in excelling group motivation (Rappaport, 1985).

The Cape Verdean associative leaders assume a hopeful feeling about vision becoming a reality. Hope is determinant to promote the motivation and leadership of the group. They also share it with other people. The responses they receive vary. When it comes for recognizing the importance to have an active participation at the local Government, there is a consensus. Integration is always present in conversations with several institutions which gives support to this idea. On the other hand, implementation efforts do not receive a straightforward answer.

Nevertheless, we can say that neighborhood association provide a welcoming environment that supports the discussion of leader's personal vision.

Lastly, Cape Verdean associative leaders consider that rehabilitation of the neighborhoods, education at all levels, to have an elected President one of the following boroughs of the Metropolitan Area of Lisbon: Amadora/ Sintra/ Oeiras/ Montijo, improvements on the level of knowledge of Cape Verdean community and hope that

what we know today shall be part of the past, namely education outcomes. Only leader didn't consider any plans for the future, although he defined a core vision of integration.

A present aspect in collective vision is the future. Since we are referring to associative leaders we should also illustrate the sustainability of leadership, through mentoring. In this study, we approach mentoring through the concept of Youth-Adult partnerships. As previously mentioned in chapter 1, Youth-Adult partnerships are a valuable source of knowledge for both youth and adults that “(...) *aims to bring together diverse youth and adults with the aim of making key decisions, as a group, through the use of democratic and consensus processes*” (Zeldin, Petrokubi & MacNeil, 2008, pg. 263).

We conclude that youth is lesser involved in governance activities, participating more in the organizing level. On the other hand, adults do recognize that youth are a valuable contribute to the community.

It would be interesting to promote youth participation in the association boards, giving them the responsibility to plan and implement activities, in collaboration with adults.

To sum up, dialogue is consider a powerful tool to engage both sides in a constructive way. Dialogue build empathies, foster collaboration and engagement efforts and most of all break barriers. Dialogue is transversal to all categories: The Basis for Primary Involvements; Competencies and Skills/ Sense of Personal Effectiveness; Communication with other organizations; Personal Vision, and Mentoring.

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Annexes

Annexe 1

A Guide For The Formal Interview With
African-American Leaders

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June 24, 1993¹

¹ Adapted for Cape Verdean associative leaders. In text references to Cape Verde and the Metropolitan Area of Lisbon are found.

The following comments are offered for each of the major sections of the interview. The major sections are:

- A. Study Overview.....pg 3

- B. Interview Sections:
 - I. The Basis For Primary Involvements.....pg 6
 - II. Competencies and Skills/ Sense of Personal Effectiveness.....pg 11
 - III. Communication with other organizations.....pg 13
 - IV. Personal Vision..... pg 19
 - V. Mentoring.....pg 23

A. Study overview

The purpose of the formal interview is to elaborate on the experiences the leader has had in addressing community issues in the Greater Roseland community. The interview is designed not only to elicit answers to specific questions, but to understand the background factors and issues that have made it possible for the leader to be involved in the Greater Roseland Area and DCP. The interview is an opportunity to elaborate those factors that have helped the community leader to be active in his or her community. The interview is also an opportunity to elaborate those factors that the leader must confront to continue to be active in the community. This interview is designed to identify how the leader creates the Personal Proust organizational and community support systems that enable the leader to be an advocate in their community.

The interview is designed to elaborate how he/she organizes whatever resources they need -people, organizations, etc. -- to carry out their activities. The formal interview should last about 90 minutes. Here are suggestions for carrying out a satisfying and informative formal interview.

1. Plan your schedule so that you are fresh and focused when you conduct the interview. If you are emotionally or physically drained the respondent will pick this up and be less motivated to think deeply about the interview. When scheduling the interview also suggest to the leader that, if possible, he/she selects a time and place where they are most relaxed and comfortable.
2. It is very important to conduct the interview in a quiet place. Two possible locations are the leader's own home and during the day at DCP's offices at 212 East 95th Street. Encourage the leader to choose a time and place that will make it possible for you and the leader to have a protected, quiet place that is relatively free from noise and interference. A third option may be a restaurant or another place that is familiar to you or the leader. Such a location can be a congenial place for the interview if it contains within it a relatively quiet and isolated space.
3. Assess the level of the community Leaders' energy during the interview - If you sense that he/ she is distracted or drained then suggest that the interview be completed at another time. It is essential that the leader have energy and be motivated during the interview.
4. In the beginning of the interview repeat their answers so that it is clear that you are listening and recording what the person is saying.
5. Probe in the beginning of the interview so that it is clear to you how the leader is thinking about the questions. Probes can help you clarify basic extenuating circumstances or personal or community factors that can illuminate their current activities. A useful general probe is: "Could you tell me more about this?"

6. When the leader uses terms that appear to be important, but which may have ambiguous or multiple meanings, probe so that you are clear on the leader's personal use of the term or concept. Examples of such terms are "empowerment," "community organizing," "community development," etc. A glossary is provided for some of the more frequent terms on page 43. One probe that may be sufficient is, "Could you give me your personal definition of?"
7. There may be places in the interview where the leader chooses to say something "off the record". This preference should be honored. It is important to note how comments "off the record" may relate to comments, opinions, answers to other questions later in the interview. The "off the record" comments can give you a better understanding of the constraints that the person experiences in carrying out their community work. Mark the places in the interview where the leader makes comments off the record by placing "O. R." in the left margin. Do not write down on the interview form what the person said off the record.
8. Not all of the leaders will have the same amount of time to devote to community work or to the work of DCP. Some leaders will be heads of one parent households, with responsibilities for work and childrearing. Some leaders will be retired; other leaders may be employed but have reduced child care responsibilities. Clarify the amount of time the leader has available for community work and how the person uses that time.
9. Specific instructions to you, the interviewer, will appear enclosed in brackets, i. e [SKIP TO Q. 3] .These specific instructions may require that you skip to a question, or insert the answer to a previous question inside of the next question. For example:
10. Make sure that you record the time and date the interview began in the space provided on the first page of the formal interview. Also, remember to record the time and date the interview was completed, as well as any comments you have in the spaces provided at the end of the formal interview.

4a. It is not always easy to be committed to work with a community organization. In terms of making a commitment to the Association, would you say it has been...

- Very easy1
- Somewhat easy.....2
- Somewhat difficult.....3
- Very difficult?.....4

4b. What makes it [ANSWER to Q. 4a] to make commitment to DCP?

Given the response "Very easy" to Q. 4a, you should say: "What makes it very easy to make a commitment to the Association"? In addition, some questions require that you circle a number which corresponds to a forced-choice response, as in Q. 4a. above.

Interview sections

1. The Basis for Primary Involvements

This section has eleven questions (1a-11d). The questions have been arranged to help the leader discuss their specific community involvements.

1a. What are your primary community activities?

Question 1a is an opportunity for the leader to inform you of their community activities. In listening the answer to the answer to this question it is important to see what role the Association plays for them as they define their primary community activities. The leader may be involved in many activities. Listen to how the leader establishes priorities for these activities.

1b. Why was this activity appealing to you?

There are a number of possible factors that may contribute to why community activities may be appealing. The activities may be appealing for personal, community, or various combinations of factors. Record what the leader says are the most important factors for him/her.

1c. What did you hope to accomplish through being involved in this work?

Clarify with the leader whether the leader is directed to achieve a community goal or personal goal or a combination of personal or community goals. We are interested to know how the leader identifies and balances out the various possible goals.

2. What other community activities are you involved with?

This question makes it possible for the leader to think about and identify community activities that he/she may take for granted, but that may in fact be major commitments.

3a. Among your community activities, would you say Association is...

- A high priority.....1
- Somewhat of a priority, or.....2
- Not a very high priority.....3

3b. What makes this Association (Answer to Q. 3a) for you?

There may be a variety of factors that enable the person to be an active participant in the community. These factors may relate to their own investment in the metropolitan area of Lisbon, the opportunities that he/she has to work with other people or their desire to work on a specific issue that affects them or their family. In listening to their responses, listen for the variety of factors that contribute to their involvement in the Association. Also, note the extent to which he/she has initiated their personal involvement.

4a. (Show card) Which one of the three statements on this card best represents your primary reasons for first becoming active in the Association?

Doing something to reduce what is harmful to me or my family.....1
Taking advantage of an opportunity to address a community need.....2
Working to improve the future quality of life in the community.....3

4b. Are there any other reasons?

This card is designed to assess the motivation that propelled the person to be engaged and active with the Association. The three alternatives stated for question 3a represent different possible motivations for involvement.

If the leader has difficulty in making a choice, ask the leader to choose the statement that is closest to their opinion. If they still have difficulties then write down their own alternative and the reasons that he/she gives for their own choice in Q. 4b.

5. There are often events in people's lives that help them become committed to community issues. Sometimes these events are personal experiences, sometimes they can be a speech we hear, articles we read, or persons we have met.

What experiences have made you committed to devote time and energy to this Association? (Probe): What are some other experiences?

This question focuses on the significance of past experiences. This question is designed to enable the leader to state and elaborate the various factors that influence their commitment. It is important to probe in order to elicit the variety of factors involved. Once the leader has volunteered experiences, be sure to use the (probe) for other experiences. Continue probing until the leader has no other experiences. If you need more space for recording the responses, write the responses on another sheet of paper, with the question number clearly marked on the sheet.

7a. "Do you feel that your personal goals and the goals of the Association are...

- Very much the same.....1
- Somewhat the same.....2
- Somewhat different.....3
- Very different?.....4

7b. Please give some examples of why you feel this way.

This question provides an opportunity for the leader to identify just how easily he/she has

been able to relate their personal goals with the goals of the Association. What have the Association done to create an opportunity for the leader to fulfill their own personal views, aspirations and perspectives? Examples of how the Association has been able to affect the leaders' personal goals can be recorded in their answer to Q. 7b.

8a. Has your work with the Association become an integral part of your life?

Yes.....1
No.....2 (Skip to Q. 9a)

8b. In what ways?

This question is an attempt to capture the degree to which the leaders have integrated, or blended, their work with the Association with the normal activities of their personal lives. It is not so much a matter of fitting Association activities into a regular schedule or routine, but of finding a way to combine their self-interests with community interests through their involvement with the Association. The question therefore creates an opportunity for the leader to elaborate on the impact of their work with the Association on their daily life. It is important to determine the ways their work with Association has affected activities such as the way they relate to their neighbors, their informed understanding of how to get things done in the community, the activities they take part in now that they didn't before, etc.

9a. To devote time to community activities in the Association it takes different kinds of support - asking people for favors, getting financial help, having people listen to you and tell you how you are doing.

Do you get the support you need?.....1
Most of the times.....2
Often.....3
Seldom?.....4
[DO NOT READ] Never.....5 [Skip to Q. 7C]

9b. What are some examples of the times you did get the support you felt you needed?

9c. How did the support help you with your community work?

Q. 9b and Q. 9c are very important questions because it makes it possible for the leader to give concrete examples of how the support helped them. Record as many examples as the leader mentions.

9d. What are some examples of the times you did not get the support you felt you needed?

Just like answers to Q. 9b and Q. 9c record as many specific examples as you can of the times, and circumstances the leader did not receive the support he/she believed they needed.

9e. How did the absence of support affect your community work?

Again, record occasions, or instances in which the absence of support limited or did not limit their community work. It is important to record the examples of support as they define support and the absence of support as they define it.

When asking the leader about the support they need as they carry out the work of the Association, it is important to be aware of the variety of types of help that the leader may both need and receive. Sometimes, help is emotional, like receiving support from a spouse, or receiving affirmation from a priest. Other times it is just giving advice, sharing an opinion, or providing information. At still other times, support is expressed by providing transportation, offering babysitting, or helping to run errands. Record the varieties of help he/she may receive.

10a. There are people who, by their example, can inspire you to continue with community work.

Have there been people who, by their example, have inspired you to continue your work with the Association?

Yes.....1

No.....2 (SKIP TO Q. 12a)

10b. Who are they? [PROBE]: Who else?

11a. Which two people have inspired you the most?

11b. What did [PERSON #1 from Q. 10b or Q. 11a] do or say that influenced you?

11c. How did this affect your work with the Association?

11d. What did [PERSON #2 from Q. 10b or Q. 11a] do or say that influenced you?

11e. How did this affect your work with DCP

Questions 10a- 11e provide an opportunity for the leaders to mention the key people in their lives who have influenced them to be active in community work in general and the work of the Association in particular. These questions make it possible for the leader to be specific in elaborating how these other people have influenced them. Record as many specific examples as possible.

12a. Do you ever take time out to appreciate a success you had in your community work?
Yes.....1
No.....2 (SKIP TO Q. 13a]

12b. How much has that helped you to commit more of your energy to the Association?
Was it . . .

A lot,.....1
Somewhat,.....2
A little,.....3 [SKIP TO Q. 12d]
Very little?.....4 [SKIP TO Q.12d]

12c. In what specific ways has it helped?

12d. In what specific ways has it not helped?

It is important to find out the various ways in which leaders appreciate and acknowledge their work. Namely, how does the leader go about taking time to enjoy their success, to reflect on what he/she has accomplished? Record the occasions in which the leader reports that he/she does take time out, whether the occasions are alone or with others. We are primarily interested in documenting the various ways the leader may acknowledge successes. If the leader mentions particular successes, be sure to record them. For example, a success could be that public entities provided services or responded positive to the Association agenda. A success could also be the participation of large numbers of people at a public meeting, or seeing young people become involved in a community project. The success may vary.

II- Competencies and Skills / Sense of Personal Effectiveness

This part of the interview aims to explore with the community leader the development of their confidence and competence in doing community work. Part of the leader's personal development is how he/she acquires and refines their interpersonal and organizational skills, such as chairing meetings, researching issues, or collaborating with other community leaders. This development also includes forming a better understanding of the power dynamics in the community and emphasizing collective leadership. We are interested in how he/she integrates their experiences into their perception of themselves as a community leader.

13a. Working with the Association for a while may have provided you with opportunities to build on the skills you already had and to refine them. What types of activities has the Association offered that have provided you with learning opportunities? [PROBE]: Some examples of such activities are trainings, retreats, workshops and social events.

[ASK FOR EACH EXAMPLE GIVEN)

13b. In what way was [ITEM FROM Q. 13a] helpful?

14. Looking into the future, what are some skills you, personally, would like to learn or refine?

In questions 13 and 14 ask about the specific skills community leaders develop and use in carrying out their work, such as running meetings, planning actions, and negotiating with city officials. Focus the interview on the specific skills the community leader perceives him or herself to now have. In question 13, we are interested in how the Association has been helpful in developing and refining those skills.

Question 14 asks about what types of skills he/she would like to develop in the future. Please note that these skills include not only formal training I but also informal social skills such as watching others, talking to others about their plans and ideas, and working collectively with others. Similarly, the description of skills should not be limited to specific activities, like making speeches or organizing meetings, but include more basic skill a, such as listening to others or being able to compromise around common issues.

15. In addition to specific skills, many Association activities require an understanding of how "things" work. This may include knowing who the people with power are, how decisions are made, and how to communicate with those in power.

[PAUSE:]

How do you go about informing yourself about the power structures in your community?

16. In your work with the Association, how have you been able to use your knowledge about the power structure in your community?

Questions 15 and 16 focus on one important competency. They address the idea that community empowerment requires an understanding of the “big picture”, knowledge of “how” the system works. In other words, the community leader needs to know who the influential people are in the community, who makes the decisions, how decisions are made, and how they affect the community. The leader also needs to know how to communicate ideas and how to think critically about suggestions and proposals by others. Explore the specific ways in which leaders build an understanding and a knowledge base of the political and governmental systems and how this expertise helps them in their community work.

III- Communication with Other Organizations

This section attempts to uncover how "building relationships between community organizations" fits into the community leader's work. It is extremely important to build relationships between other Cape Verdean Associations in the community, as well as building strategic relationships between the Association and other groups which could help Association organizing efforts. This effort at building relationships involves members of the Association making efforts to connect to members of other organizations, in order to help the Association.

A community leader might build relationships within the community as a result of assuming a formal position of some sort (e. g. Association Board member). In addition, building relationships may occur as a result of informal interactions between community members (e.g. a person from an association knows of another person who may be interested in helping the Association, and she/he introduces that person to the President's Association. Throughout this section, listen to the leader describe the importance (or lack of importance) of building relationships, and in what ways these relationships have had an impact upon their community work.

This section begins by attempting to discover the various types of organizational relationships the leader may be (or have been involved in). The leader is then asked to describe the importance of building relationships in their community work, and the degree to which building relationships has made their work easier or more difficult. Finally, the leader is asked to estimate the amount of time he/she spend doing community work in a week, and how much of that time is spent building relationships.

17a. Although it is important to emphasize self-interest as a continual part of community work, it also has to be emphasized 2 primary elements to building community power: Organized People and Organized Money.

[PAUSE]

There are two levels involved: Building Relationships with various associations, and strategically Building Relationships with other organizations as they are needed.

[PAUSE]

The next few questions are focused on various aspects of building relationships between associations and other community organizations. For these questions, the phrase "Building Relationships" will be used to refer to both starting and continuing relationships between community organizations.

Is there one community group you could say you are most involved with?

- YES.....1
- No.....2 [SKIP to Q. 18a]

17b. What is the name of that organization?

[THIS NAME WILL BE KNOWN AS "PRIMARY ORG" IN FUTURE QUESTIONS]

These two questions are designed to discover which community organization the leader most identifies with in their community work. This organization may be Cape Verdean or it may be another organization, immigrant or not.

18a. Have you ever had the opportunity to help start a new relationship between a community group and [PRIMARY ORG]?

- YES.....1
- NO.....2 [SKIP TO 19a]

18b. What are some examples?

These questions allow the leader to discuss any experiences he/ she have had with initiating contact between community organizations (e. g. introducing a member and/or a group of your local community to another association). Be sure to probe to get the leader to be as specific as possible in their examples.

For this section of the interview, please keep in mind the relationships can be between the Association and [PRIMARY ORG.] if the two are different.

19a. When you work on building relationships with community organizations, these other organizations can begin to view you as a source of helpful information or opinions.

[PAUSE]

Do people in organizations outside the Association or [PRIMARY ORG], ask you for information or your opinions to help them achieve their goals?

- YES.....1
- NO.....2 [SKIP TO Q. 20a]

19b. What are some of the topics you are most often asked to give information or opinions about?

19c. What are some examples of this happening?

These questions focus on whether or not the organizations with which the leader has (organizational) relationships see the leader as an important source of information, opinions, and help. For example, the leader may work closely with the City Council in

their area, although they themselves are not a member of the City Council. In so doing members of the City Council may begin to view the leader as valuable source of help or opinion in their work. Seeing a member of another organization in this light can serve to strengthen the relationship between the two organizations. In this sense, whether or not the leader sees themselves as an important "factor" in relationships between organizations is a question/theme to look for in the examples given.

Questions 19a - 19c attempt to define how "building relationships" among community organizations fits into their community work experience.

20a. Do you ever help [PRIMARY ORG] or the Association by asking people in organizations other than the Association or [PRIMARY ORG] for their opinions or information?

YES.....1
NO.....2 [SKIP TO Q. 21a]

20b. What are the topics you most often ask for opinions or information about?

20c. What are some examples of how this has been helpful?

While Q. 19a - 19c ask about members of other organizations relying on the leader, Q. 20a - 20c ask about the leader relying on members of other organizations. Q. 20b and Q. 20c seek to further define the leader's experience in building relationships in terms of both the variety of topics on which the leader finds gaining support from other organizations helpful to their community work, as well as concrete examples. There may be differences among the leaders as to the types of information they receive. As an example, information about upcoming political actions or key figures surrounding specific issue are just some of the possible themes that could be mentioned. In question 20b, it is important to listen for the variety of types of information the leader gains from other organizations.

21a. Do you find that people from organizations you have worked with in the past are helpful to you in your current community work?

YES.....1
NO.....2 [SKIP TO Q. 22a]

21b. What are some examples of how they have been helpful to you?

It is important to remember for Q. 21a and Q. 21b that past organizations are those which the leader would no longer consider themselves to be an active member. "In the past" has no time frame, it is up to the leader to decide how far into the past he/she wish to talk about.

22a. Community organizations sometimes designate members to represent the organization. Have you ever had the opportunity to represent the Association or the [PRIMARY ORG]?

YES1
NO.....2 [SKIP TO Q. 23]

22b. What are some examples?

Questions 22a-b allow the leader to discuss any opportunities he/she may have had to speak for the Association, for PRIMARY ORG], or both. The leader may have been a spokesperson for one, or for both, of the organizations. They also may have represented the Association to [PRIMARY ORG], or vice versa. It is important to realize that answers to these two questions can be commonplace experiences (e. g. running into someone at the market) as well as more formal roles.

23. The past few questions have dealt with various aspects of building relationships. As a general statement, would you say building relationships with community organizations has been...

Very important.....1
Important2
Somewhat important, or.....3
Not important
to your community work ?.....4 [SKIP TO Q. 27]

24a. When you are working on a specific issue, would you say building relationships with other organizations most often makes that work

Much easier.....1
Somewhat easier.....2
Neither easier nor
more difficult.....3 [SKIP TO Q. 25a]
Somewhat more difficult, or
Much more difficult?.....4

24b. Specifically, what about building relationships makes your community work [ANSWER TO Q .24a]?

Question 23 asks the leader to summarize their various experiences with building relationships in terms of the importance of those relationships to the leader's community work.

Question 24a asks the leader to summarize their experiences with building relationships in terms of how those relationships have affected carrying out their community work. In question 24b, listen for the variety of aspects regarding "building relationships" that have affected their work.

25a. People can often vary in the amount of time they spend in doing community work. There can be very busy times, and there can be slower times. This can be due to family constraints, altering work schedules, or sudden burning issues within the community.

[PAUSE]

During a busy week of community work, how many total hours would you estimate you spend working with either [PRIMARY ORG] or the Association in community work?

[PROBE]: These do not have to be exact figures, just give your best estimate.

25b. During a slow week of community work, how many total hours would you estimate you spend working with either [PRIMARY ORG] or the Association in community work?

[PROBE]: These do not have to be exact figures, just give your best estimate.

25c. In addition to various amounts of time spent in community work, time spent in building relationships can vary also.

[PAUSE]

During a busy week of community work, how many total hours would you estimate you spend building relationships in your work with either the Association or [PRIMARY ORG]?

[PROBE]: These do not have to be exact figures, just give your best estimate.

25d. During a slow week of community work, how many total hours would you estimate you spend building relationships in your work with either the Association or [PRIMARY ORG]?

[PROBE]: These do not have to be exact figures, just give your best estimate.

The amount of time the leader spends working on community issues may vary greatly, depending on family responsibilities, fluctuating work schedules, and changes in the activities of the Association and/ or [PRIMARY ORG] at any given time. These questions are an attempt to quantify the amount of time spent building relationships as a function of the total time he/she spend on their community work. Be patient when asking these questions. Quantifying their community work into hours may be a difficult and

unusual task for the leader. Emphasize that these questions are asking for general estimates of time, and not necessarily an exact hourly account.

26. We've talked about your skills in community work and about the relationships you've developed with other organizations.

[PAUSE]

How have these experiences changed your perception of how effective you are in your work with the Association?

27. How has your work with the Association influenced your perception of yourself as a member of your community?

Questions 26 and 27 refocus the interview to the leaders' perceptions of themselves as community leaders. They address the idea that the development of a community into a group of people who feel competent, self-reliant, and proud, and who act on those feelings, is directly related to the commitment its members have made to the community. Out of this sense of community comes focus on shared leadership and responsibility.

The two questions in this section focus on the community leader's sense of his or her individual ability to contribute to the development and growth of the community as a whole. You should explore both "direct" contributions, such as time and expertise, and "indirect" contributions, such as energy, enthusiasm, commitment, and a sense of optimism.

VI. Personal Vision

The following is a list of the questions referring to personal vision from the interview. The leader may appear to be struggling to respond to the questions in this section. This is a positive sign because the questions should be thought provoking. Not every question listed below comes with additional instructions.

28. People often have hopes and ideas for their community. Some of these ideas are more general, such as "Unity in the Community" and "Empowerment. Other ideas are more specific, such as "economic development/social inclusion for the Metropolitan Area of Lisbon".

[PAUSE]

These ideas may include specific steps toward making them a reality. I would like to explore with you your visions about the future of the Metropolitan Area of Lisbon. I will refer to these hopes and ideas as 'visions'.

What visions do you have for the Metropolitan Area of Lisbon?

For Q. 28, people will vary. Not everyone has a complete vision for the Metropolitan Area of Lisbon, although some individuals may have visions that they're still developing. Note their thoughts, ideas, and hopes.

29a. Do you believe that your personal vision and the visions put forth by the Association are...

- Very similar.....1
- Similar.....2
- Different.....3 [SKIP TO Q. 29c]
- Very different.....4 [SKIP TO Q. 29c]

29b. In what way?

29c. How are they different?

Please note the SKIP commands for Q. 29a. Depending on their response to Q. 29a, either Q. 29b or Q. 29c should be asked, but not both.

[ASK THE FOLLOWING QUESTION IF MORE THAN ONE VISION WAS DESCRIBED ABOVE. OTHERWISE, SKIP TO 31a]

30. For the rest of the interview, let's focus on one vision. Which vision would you like to focus on?

In Q. 30, the interview explores a particular vision. Ask the leader to choose which vision you will continue to discuss with him/her and begin the transition from the vision to the goals needed to make the vision a reality (Q. 31a-31b).

31a. It is hard work to make a vision a reality. It takes time and energy. At this point, have you developed goals towards making your vision a reality?

Yes.....1
No.....2 [SKIP TO Q.34]

31b. Tell me about them.

Although the leader's vision may be thought of as a large goal, the goals we wish to explore in Q. 31a-b are "smaller" goals, i.e. steps he/ she feel must be taken in order to reach the broader vision. We want to hear about these smaller goals.

32. In what ways could other people be involved in reaching these goals?

In Q. 32, it is important to talk about both the overall ideas the leaders have for the community as well as the contributions of individuals. Probe for specific examples of how the leader see others become involved in the Association activities.

33. How do you see yourself contributing to reaching these goals?

34. How hopeful do you feel about your vision becoming a reality? Do you feel...

Very hopeful.....1
Hopeful.....2
Somewhat hopeful.....3

35a. When you share your personal vision with the people that you respect, and ask them for comments or supports it may be that your vision addresses some of their own hopes and desires. These people may decide to support you in your pursuit of the vision. In this way, a personal vision could become a collective vision for a group of people or an organization.

[PAUSE]

Under what circumstances have you shared your vision with others?

[ASK FOR EACH EXAMPLE GIVEN IN Q. 35a]

35b. What was the response?

For Q. 35a-b, list their circumstances and on the facing page, list the responses that correspond to each circumstance. Note at least two different circumstances where the leader shared their personal vision with others and what the response was. Don't push for three separate circumstances if they are unable to think of three.

35c. Have you discussed your personal vision in the Association meetings?

Yes.....1
No.....2 [SKIP TO Q. 36]

35d. What was the response?

36. How have these various discussions affected your hope that your vision can become a reality?

Make sure that the leader considers all discussions he/she reported in Q. 35a-35d. Specifically, the leader should state how their various discussions either helped, hurt, or did not affect their sense of hope.

37a. Specifically, how does the Association help you to reflect on or create a vision for the Metropolitan Area of Lisbon?

For Q. 37a, list any type of interaction, formal (i.e. workshops) or informal (i.e. conversations) with Association staff, or other association leaders that cause the leader to think deeply about the future of their community.

37b. What (else) could Association do?

If the response to Q. 37a. stated that the Association does not help them reflect on or create a personal vision, then ask Q. 37b. in this form: "What could the Association do?" Otherwise, if he/she state that Association has been helpful, ask Q. 37b in this form: "What else could the Association do?"

38. How has your experience with Association stimulated your vision about the future for the Metropolitan Area of Lisbon?

In Q. 38, leaders should state how, if at all, Association staff, meetings, or experiences have helped shape their personal vision in any way; or have caused them to seriously and critically rethink their thoughts about the future.

39. Which people had the most influence on your vision for the Metropolitan Area of Lisbon?

[IF ONLY A NAME IS GIVEN, ASK:]

What is their relationship to you?

NAME:	RELATIONSHIP
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

40a. In what specific ways has [PERSON #1 FROM Q .39] influenced you?

40b. In what specific ways has [PERSON #2 FROM Q. 39] influenced you?

40c. In what specific ways has [PERSON #3 FROM Q.39] influenced you?

41. At this point, I'd like for you to take a moment to think about how your vision could unfold over the next ten years. What is your vision of what should be going on in the Metropolitan Area of Lisbon over the next ten years?

In pilot testing, people have answered Q. 41 in various ways. Allow the leader to either begin in the present and move towards the future: or, begin with their vision in 10 years, and break it down to the present. What is important is for you to document the sequence of steps between the present and ten years from now.

V. Mentoring

42. The life of an organization depends upon developing a new generation of people who will be committed to the future of the organization and its goals. Have you noticed younger people becoming involved in the Association as a result of your influence?

Yes.....1
No.....2[SKIP TO Q. 44]

43. What types of things did you do that helped younger people become involved with Association?

Questions 42 and 43 provide an opportunity to identify how the leader has involved younger people in the organization. If they have been involved it is important to capture the ways in which he/she has attempted to involve the youth. If they have been successful identify the factors that made them successful. If he/she has difficulties in involving youth indicate the variety of personal or situational factors that have reduced their opportunities to involve youth.

44. What (else) can be done to assure the participation of younger people in the work of the Association?

This question provides an opportunity for the leader to define and describe specific activities and plans, for involving youth as well as specific plans or obstacles that need to be addressed to involve youth in the work of the Association. It is important to listen to the leaders' views on activating opportunities and programs for youth.

45. Thank you very much for taking the time to complete this interview! Do you have any other comments that you would like to make?

Be sure to record NONE if the leader has no further comments.

Interviewer comments:

Again, be sure to record NONE if you have no comments to make about the interview session .

GLOSSARY OF FREQUENTLY USED NAMES AND TERMS

Names

Barack Obama: Former Executive Director of DCP, organizer of Project Vote

Cassandra Lowe: Assistant Director of DCP

John Owens: Executive Director of DCP

Mike Evans: DCP Administrative Assistant

DASA: Department of Alcoholism and Substance Abuse

DCP: Developing Communities Project

GGCOC: Greater Grand Crossing Organizing Committee

LSC: Local School Council

PROJECT IMPACT: funded by DASA to allow DCP to train leaders to become advocates in the prevention of substance abuse in the Greater Roseland Area.

PROJECT JOEL: attempt to form a federation of churches which would wield economic and political power on the south side.

PROJECT VOTE: an attempt to organize African-American voters in Illinois during the 1992 national election.

Terms

one-on-one:

Interview conducted by DCP leaders and staff used to determine the concerns and self-interests of community residents, with the goal of motivating them to take action with DCP around similar issues.

issues convention:

event where all participating DCP churches debate and decide upon the organizing agenda for the coming year. Usually occurs in the fall.

public meeting:

event where DCP leaders create a setting for residents to interact with public officials, foundation representatives, and representatives from key institutions concerning a specific community issue, i.e., public safety.

Terms with ambiguous or multiple meanings

[Explore with leader what these terms mean to them].

empowerment

community organizing

community development

economic development

Annexe 2

Mrs. Felismina Mendes

1. The Basis for Primary Involvements

1a. The first contact started in 2000/2001, but it was only in 2002 that I initiated my functions as an associative leader. The beginnings of this association were done in 1983 through the creation of a Cape Verdean Commission resulting from the reaccommodation of the social neighborhoods. A need to solve the first conflicts was felt. Alongside with the local Parish the Commission was created. In 1987 the Association was finally formalized. The major contribute of this Commission was the set up of a calm environment, especially among youth.

Our core area is family support, more precisely being a “friendly shoulder”. The major problem of many families is not due to financial needs, but to a bad family structure that does not do a good management of the salary.

We do a closer follow-up as well counseling with the families, giving formation to youth especially. We believe that the responses to the problems have to come from the inside out and not the other way around. Previous experiences serve as an example.

Formerly, there was a big feeling of self-esteem. Nowadays that feeling has disappeared, giving place to lethargy. Jointly with the policies (eg. Social Profit of Insertion), to the way they were managed and applied gave a considerable contributed to the lack of action. They don't accept a job with a monthly salary. They tell “why go to work if the State provides us with a salary?”. We act as if we were the conscience, arguing that receiving money without working, fighting is not the right thing to do.

Going further to concrete actions, we were the first institution to have a space dedicated to computer science for children and adolescents in a partnership with five associations. It was established in the school library, providing support not only to computer science but also making the bridge between school and family, dealing with issues such as to be able to be, class attendance, etc.

Besides this, we draw another formation in partnership, which consisted of recruiting young people from the neighborhood to help local youngsters, acting as community

¹ Translated by the author

development agents. The formation was good but the IEFP (Institute of Employment and Professional Formation) changed the name to Socio-Cultural Mediators. There were 50 inscriptions. We did the selection and chose 20. Later we did another selection through an aptitude test in IEFP (From the beginning we were always present in the interviews as well as in the evaluation). From this we chose 14, who finished the formation without faults and lacks.

A surplus value in this formation was that we only had three formers appointed by IEFP. The rest were from the community, who were sensitized to the local problems. It is important for the Cape Verdean youngsters to have references of our own, although we also count with the participation of young people of other origins.

Back then, the Civic Governor of Setubal promised that these young people would have a position in a ministerial office such as education and social security. It would be easier to establish a connection. While the formation was ongoing, the Govern changed to a different party. As a consequence the formation ended and there were no hiring. They were supposed to have a jacket and/or a sweatshirt to be identified in the streets. Also, additional equipment was required such as football and/or basket ball to the establishment of first contacts.

Nevertheless, they were positioned in other places. Two of them are in college, three are in ATL (Occupational Atelier) and two are in the City Council. All of them have a job. A female college student was hired by a neighborhood association to do the management of the Social Profit of Insertion (New project from Social Security). It is mostly important that they have neighborhood knowledge/belonging.

Besides parties, it was necessary to create something more, especially for the youth, having always in consideration the financial capacity and the voluntary aspect.

In 2004, we felt the need to have someone who was able to do the bridge between the neighborhood and the evolving context, dealing with renewing of documents. Many people of the neighborhood had their documents lapsed, due to not knowing the procedures. The other factor was the distance to the public institutions in charge of that. We purpose collaboration with the Cape Verdean Embassy, which in turn considered a good idea. In Setubal, we estimate that there are 10,000 Cape Verdeans. To confirm the

exact number a national census should be carried. We sign a Protocol for the establishment of a Consular Office.

We are the only association in Portugal to have an official office of the State. It was inaugurated by the Foreign Minister of Cape Verde. This office allows a full time worker. Being someone from the neighborhood and also being active in the association, its support going beyond the Aliens and Borders Service (SEF), reaching social and emotional support. With SEF, this office gives support by following the necessary documentation and by helping to organize the dossiers. So, when immigrants go to SEF they don't waste time with missing documents.

As for social and emotional support, we have a closer knowledge of the problems, giving a more professional approach to the families.

Being us volunteers and having to reconcile the associative life with family, in 2005 we initiated a new ATL (Occupational Atelier) for youth called "Novos Horizontes, Nova Vida" ("New Horizons, New Life"). We applied and are financed by ACIDI (High Commissioner for Migration and Intercultural Dialogue). It consists in having monitors, tutors, is not a conventional ATL, it acts as a partner of the school. The school gives us a list of the children in need (lack of attendance, family problems, etc). For this, we establish an agreement with the parents. If they accept to participate in this process, we accept the children. If not, we don't accept. They sign a written compromise with us.

They have to be present in their children life's and come to the meetings. At the moment, we have one coordinator and two monitors due to lack of financial support. We lost the sport monitors. These monitors are from the neighborhood, being references for the kids. Since they are in college, they work by shifts.

Dreaming is needed, their horizons are limited (civil construction, cleanings, restaurants, coffees). They live in the neighborhood; they think that there is no worthy in studying. It is all about the context they live in.

We also organize meetings with Cape Verdean writers as well as from other nationalities of the neighborhood. We have several cultural moments such as the Independence Day (Cape Verde), the 1st May, music, painting exhibitions, craftwork, dance and gastronomy. The youth have to participate, but they tend to see the references

(eg college students from the neighborhood) as something out of the usual, that is not worthy to dream, that all of this is sporadic.

They must go out of the neighborhood; they must be able to be in other contexts such as the downtown, etc. ATL started as a preventive measure from the 4th grade until the 9th grade. In the 5th grade and 6th grade the interventions are critical because this when they start to “run of the rails”. If nothing is done, we lose them in the 7th, 8th and 9th grades. It tends to happen more with boys than girls.

1b- For personal reasons, I grew up in a home where my grandparents helped a lot other people. When they passed through, they stopped and it was offered a meal and then when we live in a neighborhood like this and we have children it is impossible to be indifferent. These kids weren't born like this, they became this way due to the evolving society. This is a social problem of the community and not of the migrant communities exclusively. We need to ask ourselves what we can do to find and create solutions to solve this.

1c- I don't have great expectations, but I am very happy when someone approaches me and tells that his/her son/daughter is having good results in school. I do not hope to transform the world, but if I “recruit” someone to the associative life, that would be a good achievement as well.

2. We do partnerships with the neighborhood and in the city. We participate in everything to draw experiences and existences. We are partners in TEIPI in the Santiago Order. You were the only association invited and we are going to apply the project here, in the neighborhood. We also establish partnerships with the City Hall, City Council, public and semi-public institutions. Partnerships with other associations are more complicated due to the climate of distrust over the distribution of financial resources.

We carry out debates about how this neighborhood could be improved namely garbage, etc.

In 2004 we had three lists for elections in the Association. In this line, we were notice in the Netherlands, Germany, etc for being the only association with open elections. A three mandate is very short to put in practice all the projects.

3a. 1-high priority

3b. Even if I don't continue my functions as President, I will continue to take part in advisory council. The associative work cannot predict certain things. My name was given by several associations to be a Counselor of ACIDI (High Commissioner for Migration and Intercultural Dialogue) at COCAI (Advisory Board for Immigration Affairs).

4a. 3

4b. The second statement is interconnected with the third. Besides making good to others, it is also good for me and my children. If we are involved, we have to contribute to the community in general Angolans, Mozambicans, Gypsy, Guineans and Cape Verdeans.

5. The assault in CREL involving the actress Lídia Franco. The facility that Bela Vista (the neighborhood) "jumps" to the news, all because she was an actress. This situation gave me the strengths to fight, so that the media through its discourse stop fostering even more racism and xenophobia. Those who were arrested were then free of charges but the media never contradict. We went to talk with the police. Although not involved, they were already referred in others assaults. I awoke for the existing problems. It acted as an alert.

7a. 1

7b. We cannot separate things. The only persons that come to the association are those with vocation to social causes. On the other hand, this is not an easy way because of the life rhythm. Our personal goals are transformed into the objectives of the association, according to our perceptions.

8a. Yes

8b. Because we embody this and feel responsible. For the affections we receive and for those we don't receive. It gives us energy and frustration to act.

9a. 5

9d. We never feel the support needed. When we needed to alter a statute to pass to IPSS only took a minute.

9e. The favors are based on the rhythm of those who are of use. It is complicated when we don't have money and full time personnel.

10a. Yes

10b. People who touched me through their actions.

11a. My grandparents and an associative leader Mário Andrade (UNIDES back then in Cape Verde).

11b. My grandparents taught me the true concept of solidarity.

11c. They forced me (in the good sense) to devour everything I could about associative issues, social questions, neighborhoods, seminars, studies and interviews. That was my "wake up call", that needed to be fed. I need to be 100%, to feel fulfilled.

11d. Mário Andrade made me believe that I had a lot to give to bring about change.

11e. They forced me (in the good sense) to devour everything I could lay my hands on about associative issues, social questions, neighborhoods, weekly newspapers, studies and interviews. My curiosity was aroused and consequently needed to be fed. I need to be 100% to feel fulfilled.

12a. 1 yes

12b. 1 a lot

12c. At the end of each intervention, we have a moment of relaxation on which everyone laugh and toast.

II- Competencies and Skills / Sense of Personal Effectiveness

13a. All the works in the association provide learning opportunities. The easiness on talking was won with the associative life. Before I thought I was fulfilled with my daily life as a housewife. Now I am more fulfilled with this new life, we have a continuous challenge as well as learning. We end up a stage and start a new one.

13b. It gives you another vision of life.

14. I would like to take an undergradaution in one of the following areas: social, political sciences and/or International relations, for my personal satisfaction.

15. A little of insight to see how the structure deals with the social questions in order to reach the outcomes. You have eyes in the back of your head. The associative life allows you to go beyond the reach of ordinary citizens in terms of examining contexts from a different perspective. It obliges me to talk with other leaders in the field. I always comment my questions with friends, leaders or no leaders, presidents of City Halls. I am curious and I do appreciate and welcome comments to my conclusions so that make sense.

16. Influencing. I was one of the activists in 2006 on the Forum that took place at Azores about the Representative Structures of the Immigrant Communities. The aim was to gather all the leaders in the same place. The objective was to create a Platform of Understanding. I launch the challenge that the 2^{sd} Forum would be in Tróia, Setubal. It happened in 2007. This is a movement of our own that we should support. The Platform was finally created with open elections to its boards. I am part of the Executive Commission, as member of the association.

III- Communication with Other Organizations

17a. 1 yes

17b. Platform of the Representative Structures of the Immigrant Communities in Portugal (PERCIP)

18a. 1 yes

18b. We have the Setubal Agenda. We are still on the process of discussing the action plan. Through the Platform, we establish connections. All the social boards are constituted by associations of different communities. The Brazil's House, AIPA (Azores), Cape Verdean Association of Setubal and Russia's House are part of the Executive Commission. All the Counselors on COCAI (Advisory Board for Immigration Affairs) are at the Platform. We easily reach other immigrant communities. For example the Guinean Association, that has a seat in the social boards, is in COCAI.

19a. 1 yes

19b. They come to me to discuss issues related with the community and exchange experiences.

19c. If they accomplish a work with success, that experience and knowledge can be brought to Setubal. In the 2^{sd} Forum we corrected some faults that existed in the first. The associations thought that the 1st Forum had success because there were the obligation of assigning the Financing Protocols with ACIDI (High Commissioner for Immigration and Intercultural Dialogue). In Setubal we didn't had that. The 1st Forum propelled us with motivation and energy to act.

20a. 1 yes

20b. The topics are the 2^{sd} Forum and for being a Counselor at COCAI.

20c. In the 2^{sd} Forum, the leaders didn't had to pay € 100 to participate at the forum and to sign the Protocol. Communities thought that it was not possible to give that step. I initiated contacts in this order. As for COCAI, we have the financing and approval of the 2008 project. We need to bring the other Counselors to the table to get their reactions, in order to organize some questions. Another area is on the exchange of cultural activities.

21a. 1 yes

21b. The Informatics Consortium (with 4 Cape Verdean associations and 1 Guinean association). We draw inferences of how it was done, the good practices and what went wrong. It's a living experience. To learn with the mistakes of the past is important.

22a. 1 yes

22b. In 2001 I had a big public recognition. I received an invitation by the Civic Governor of Setubal to attend a national seminar "Solidarity Security". It was the only Cape Verdean association. From the public institutions was the Ministry of Education, the Ministry of Health, the Ministry of Internal Administration and several law enforcement officers such as Polícia Judiciária, GNR e PSP.

It was the first and the most influential representation. Many things were put in practice in the neighborhood, as a result of this seminar. The police changed their attitudes towards the youngsters. In contrast, the youngster stooped throwing stones and calling names to the police. The patrols started to be of proximity and not by car, greeting the youngsters by their proper name and on the other hand behaving the same way with the police.

We also promote meetings in school with law enforcement officers, firefighters. It was a space to talk and interact. We asked to toys to Civic Governor of Setubal and were the law enforcement officers that deliver them to the children. They gave explanatory sessions.

I also attended an International Seminar organized by an association that promotes the human rights, in which I gave the testimony of the Cape Verdean community.

23. 1 very important

24a. 4 somewhat more difficult

24b. Because we become dependent on others. To work in partnerships is difficult due to the different rhythms and different forms of acting.

25a. 40 hours per week for a period of six months

When a youngster named Toni was killed by the police, the City Hall gave me a six months license to work in the neighborhood. I had to go door to door to talk with people, to work the relationships. This was a burning issue in this neighborhood.

25b. 24 hours

25c. 3 hours

25d. 2 hours

26. It was a turn of 180 degrees. The more experience I have more is the will to act. My leisure times and day offs are spent with the association or related with immigration issues.

I acquire some habits:

- Now I go to an African hairdresser to get the hair done. I used to do this at home. I have an opportunity to talk;
- I go to the local market on Sundays three times per month. I may not buy anything, but it is a good opportunity to pass a message to someone;
- Sometimes I go the Church on Sundays to talk with people that I can't find during week.

27. Being a leader makes us “*improve our scent*”. We try to catch the things before they happen. We have to be at front. We have to be sharp-eyed and audacious to do a good work on the benefit of the community. We have to give the alert.

VI- Personal Vision

28. When I look I see everything “dark”. I thing that we are not doing all we can. I am very optimist and straight. Sometimes I feel powerless; still I try to pass a positive message. I continue to believe in the human beings. Maybe I won’t live to see the changes, but my children and grandchildren’s will. We have to do something to change. Look around and acknowledge you are doing wrong and unite yourselves.

29a. 2 similar

29b. I don’t see too much opening for the associative work.

29c. The leaders have the conscience that the future is not a smiling one. We have to fight and feed the hope.

30. Everyone should pass through a dramatic experience that would make him/her stop and think; to activate the click in order to face the true and pure reality.

31a. 1 yes

31b. By talking with the children in ATL (Occupational Atelier), giving examples of a leader. To pass the dream to these children and tell them that dreams have to be superior to reality.

32. I launch the net. In every place I establish contacts for example in the Forum that took place in Azores I got the AIPA President to collaborate with us. I also intend to distribute our journal “*Mantenha*” (Greetings in Creole).

33. I try to recruit people for this cause and distribute “*the Drs on the associations*”.

34. 1 very hopeful

35a. When I share my personal vision, I ask the collaboration and vision of the other person. Joining the two visions together make them more real. Sometimes I think things are complicated, but after talking with other persons everything gets so clear.

Circumstance

When we want to implement projects to approach the existences of the neighborhood (with the help of the practitioners)

35b. Sometimes we receive positive answers, other times they tell us that is not possible, that we have to re-define our objectives.

Circumstance

I received an invitation from a Newspaper to write about my perceptions, visions and existences as a housekeeper, woman of the neighborhood.

35b. The text is transformed into a political discourse, something that is more widely readable. They have to adapt the language to people from other contexts (technical improvements).

35c. 1 yes

35d. One's share, others not even close. In the end, we all reach a consensus, discussing the several perspectives. We value contributes from all associative leaders.

36. I think so. We have to have financial capacities. It is not possible to have people representing the association in certain places due to financial problems. They do not take the day for social causes. The association should have the resources to as well as associative professionals at full time.

37a. Through informal interactions. We initiated the debate on the rehabilitation of the neighborhood. We carried out explanatory sessions for the community. When they go to the public debates at the City Hall, they don't understand what is presented by the politicians. Their discourse is not contextual-driven. Most of them are analphabetic, being unable to understand their conclusions. We call the attention of the City Hall for the need to talk with the community and explain them why their blocks (yellow, blue and pink) were not rehabilitated. They saw the other blocks being rehabilitated and didn't understand why theirs weren't. The huge amount of investment and the successive cut-offs were the main reasons.

V. Mentoring

42. 1 yes

43. Boys only participate in actions related with sport and music. Lots of them volunteer. With girls there is more variety in the activities. They are involved in all kinds of activities (ex. acting as referees at football games), including in the association. They go shopping, bake a cake and represent the association whenever the associative leaders can't.

44. For that, the association needs more financial capacity, in order to support some actions. The youngsters have potential. We have to stimulate with walking tours, retreats, etc. We have to bring them to this world. We need full time practitioners. When they are involved, it's for sure. We need to transform them in professionals based in the actions developed by the association. The youngsters have skills, we have to value it.

Annexe 3

The Social Support Fund of Cape Verdeans in Portugal¹

Mr. António Furtado

1. The Basis for Primary Involvements

1a. Support to the evacuated sick from Cape Verde. We provided transport for 350 sick people to Portugal. There were gaps in housing but the medical support was excellent. We had sick people with different pathologies living in the same room. We also organize debates about Diaspora. The first theme is about “Families in education and training in culture”, “Families fighting against domestic violence”, “Families in society and in health”, “Families in aging”. The second theme is about Cape Verdean Family in Diaspora: “Immigrations and New Families”. In Cape Verde the parents go to work and the children stay with their grandparents.

We work in close partnership with Cape Verde. We took 15 youngsters to Cape Verde. Five were Portuguese and ten were Cape Verdean descendents. We also took two doctors, one from Santa Maria Hospital and another from Alfredo da Costa Maternity to carry out training on STD- Sexual transmitted diseases and teenage pregnancy. The Association Black Phank at Cape Verde has a big influence among children and youth. We had the support of Ministry of Culture at Cape Verde and also from CTT, PT and TACV (transportation).

1b. There are personal and community factors. It only makes sense to work in partnership with Cape Verde. We involved other doctors in Cape Verde to share experiences.

1c. When it comes to youth, the work is centered in prevention, being more enlightened. We have HIV. Our development at Cape Verde is medium. We already have other diseases like diabetes. We counted with the intervention of Dr. Frederico Sanchez from Garcia da Horta Hospital. When we talked for the first time, the Ministry of Interior advised other local areas at Santiago for intervention.

¹ Translated by the author

2. In 2008, we are going to carry out a project entitled “Sons e Sabores de Cabo Verde” (*Sounds and Flavors of Cape Verde*) in partnership with several entities, either in Portugal, either in Cape Verde. We are in the process of negotiation with Câmara Municipal de Lisboa (*City Hall of Lisbon*). It will take place between 26 April and 3 May at Praça do Comércio (*Plaza of Comercio*). We have other projects like Parental Education and Personal and Social Development; Health Promotion (in partnership with Liga Portuguesa contra a Sida- Portuguese League against HIV).

3a. 1

3b. The Social Support Fund of Cape Verdeans in Portugal (*Fundo de Apoio Social dos Cabo-Verdianos em Portugal*- NGO for development) is an institution recognized by IPAD (Portuguese Institute for Development Support) and ACIDI (High Commissioner for Immigration and Intercultural Dialogue). We have a Protocol with Câmara Municipal de Lisboa (City Hall of Lisbon). The space that we have does not offers great conditions. We are waiting for a new space.

Beyond providing support to immigrants, working with youth is a high priority, mainly, at the prevention level. Schooling: Girls- 12 th grade, boys- 9 th grade. We have to develop and value competencies, because an education degree is important, so that they are able to set up their own enterprise.

We also organize debates. When we have 314 youngsters in conflict, the solution has to be found among them.

4a. 1

4b. It all came has a concern from a group of friends, on which we recognize the difficulties these patients went through. They starved in the pensions. Money came very late. At the housing level, they were explored. Men and women stayed in the same room.

The Ambassador of Cape Verde intervened. As a result of the conversation we had, we came up with a conclusion that we should create an institution. In the beginning we were thinking on a foundation, but due to the lack of monopoly that was not doable. This institution works in partnership with Portuguese and Cape Verdean institutions. It deals with family issues. We have sons of prisoners that come for treatment. As soon as

the treatment is over, they have to go to relatives houses'. In this order, we have a partnership with Banco Alimentar contra a Fome (*Food Bank against Hunger*). The money designated to cover the transportation of patients from Cape Verde comes very late.

5. I occupy my free times. I was a Union leader for many years. At the age of 25, I started to provide help for the children in the neighborhood. I gave classes there. In my free times, I still give support in what is necessary. Beyond my professional occupation at CTT (Post Office), I am 100% involved in the Fund. We have gaps in project implementation, namely budgeting and structuring. We lack support to carry out an activity *per* weekend based on the health and multicultural education projects. Related with the Sounds and Flavors project, we contacted IPJ (Portuguese Institute for Youth). We want to invite several associative leaders from Luxembourg, Italy and Portugal to participate in this project from 1 to 3 April with the objective to give dynamism to debates with youth. We have to adapt reality to the Portuguese context.

7a. 1

7b. My personal goal and the goal of the Fund are to transmit a positive image of Cape Verdean citizens. In Portugal, is not all about working in the civil construction. Before they arrived in a blind way, not knowing what a bank was, not knowing how to send money back to Cape Verde. They would buy fake products to the Gypsies. Then they would hide the money in their bodies. The Gypsies made them give the money. Later on, they would found a Priest in the garden and he was trusted with their money to be sent back. Only in 1978/1979, it was brought to their knowledge the possibility of sending the money through post office. Later on, they called their families, but the difficulties of adaptation and lack of information were still felt. A better adaptation of behaviors was needed, especially when it comes to alcohol. Now some are well integrated.

8a. 1

8b. The Fund occupies me more than my work schedule. I have to knock many doors. The Fund was created in 15 September 2003. We have signed Protocols with

Portuguese entities. We have worked with APAV (*Portuguese Association for Victim Support*) and Liga Portuguesa Contra a Sida (*Portuguese League against HIV*) and so on. At the financial level, we try not to contract any debts. We also try to involve the Cape Verdean students that come to Portugal for studying. They should contribute for the community.

9a. 3

9b. We get support from Dra. Lúcia Ferreira and Dr. Humberto Leite. We have to ask for favors. If we need material briefcases, t-shirts), CTT (Post Office) contributes. Delta Cafés (*Delta Coffees*) offered football equipment. Whenever we need an Auditorium, we request it to CTT.

9c. We organize several Festivals at Cape Verde. In Portugal we should bet on prevention. In Cape Verde HIV is not a burning issue. But we have Diaspora and Tourism. In this line we have to move youth and other population toward HIV prevention. Cape Verde should promote alcohol prevention.

9d. Financial and institutional supports to implement and develop projects. However, the important supports are the institutional and material. The material support helps to carry out projects. If we are only based on the financial support, we don't accomplish what we want because this support does not arrive on schedule. As a result, one activity is not carried out. The material support is fundamental.

9e. It is a frustration. When we have an idea and a plan for an activity and we encounter financial and material constraints, we do get very sad. The worse that can happen is to have a plan for an activity that is unfeasible. We look for support in the Fund. We spent our own money in cell phone calls and we also support mail expenses.

10a. 1

10b. People who offer to pay monthly tickets or medicines in the pharmacies. That motivates us. One association is a web. The more we are involved, the more we do. It is recognition that lifts our moral. The institutional recognition is important. The Government of Cape Verde is not aware of how important an association in Diaspora is.

11a. Dra. Ligia Ferreira and Dr. Humberto Leite

11b. Dra. Ligia Ferreira

11c. She is a very friendly person.

11d. Dr. Humberto Leite

11e. He has a tremendous concern for the Cape Verdean community. He is a like a Dad. When we do many things, we have to have our backs covered. We need to call several times.

12a. 1

12b. 1

12c. I am happy when I achieve something. I am happy when people call to say thank you. We have people in Cape Verde that give us support. The Fund gathers goods (scholar books, clothes and so on) from associations and/or individuals and then sent them to Cape Verde. CTT (*Post Office*) provides general office support. Herein, we have institutional cooperation. Sounds and Flavors project: When hotels change the sheets in the spring, we ask hotels to give them to hospitals at Cape Verde.

II- Competencies and Skills/Sense of Personal Effectiveness

13a. Several experiences such as participation on debates and conferences.

13b. It enriches the group leadership. What lacks inside the group leadership has to do with project planning and implementation. The way we consolidate projects, to have more training at the level of ACIDI (*High Commissioner for Immigration and Intercultural Dialogue*) or other entities are also important to excel our participation in the community.

14. In the future and on the personal field as well, I would like to have more training and knowledge on the level of leadership. I would like to participate in new projects in partnership with other entities and countries, in the form of an exchange programme to enrich the knowledge and other ways of working.

15. Yes. Our work group is small (5 elements). We are all volunteers. We are not full time workers. Besides the objective of the Fund, we talk about what is necessary. Sometimes we come across with difficulties at big enterprises, entities. We found obstacles on the reception. We have to knock three or more times. We have to insist to obtain results. Now we already have a solid base and with the sacrifice of the board and given our scarce means (the communication in Portugal is expensive), we think that we are able to project ourselves even more.

Our community has two vectors: Elites/Social Layers and the Second Generation (youth). This last one is our big concern. Boys have the highest rate of school dropout. Girls continue their studies until 12th grade. For them, the issues have to do with teenage pregnancy and HIV.

They must understand what they want; because we may present them a project and they don't accept it as values. Youth has to develop work under their areas of knowledge (professional training as a gateway for delinquency).

16. No, we are going to implement it now during the first week of the Sounds and Flavors project from 26 April to 4 May. We would like to invite several Ministers. We have a good variety of activities.

III- Communication with Other Organizations

17a. 1

17b. Liga Portuguesa contra a Sida (*Portuguese League against HIV*)

18a. 1

18b. Nowadays we are working on a project that has two vectors: DST and HIV prevention and knowing how to act by providing training to teachers and parents. In the future, we want to implement it at Cape Verde with teachers, more precisely in Praia and São Vicente cities. This training is jointly organized by the Fund and Liga Portuguesa Contra a Sida (*Portuguese League against HIV*) and also in partnership with the Ministry of Education and Ministry of Health in Cape Verde.

19a. 1

19b. I have knowledge of Cape Verde (contacts) and also of Portugal. They value our work. We need future collaborations for projects.

19c. We exchange information about what is going on in both countries.

20a. 1

20b. Whenever is possible we request the opinions of Dra. Lígia Ferreira and Dr. Humberto Leite.

20c. Both have considerable experiences. Dr. Humberto Leite worked in media and Dra. Lígia has the academic experience. Sometimes we encounter financial difficulties to put in practice projects. I also talk with work colleagues. We have to listen to many persons to form an implementation structure.

21a. 1

21b. For several years I fulfill the duty of Union leader- Sindicato Nacional dos Trabalhadores dos Correios e Telecomunicações (*National Union of Mail Workers and Communications*), which helped us to enrich our way of being with workers and also help us to become closer of the community.

22a. 1

22b. Our statutes oblige the President to represent the Fund. If I can't be, The Vice-President shall represent me at official acts.

23. 1

24a. 1

24b. Establishing bridges make things much easier. It helps us to understand gaps when elaborating a project and its activities.

25a. 7 hours

25b. 5 hours

25c. 3 hours

25d. 1 hour

26. It is almost an obligation to give contribute to Portugal, for the development of Portugal. The leading cause for the creation of the Fund was the sick evacuee, due to gaps in food, housing and daily transportation.

27. There is a need of enlightenment. A few years ago, we had a situation related with the Law of Nationality and the Renewal of Residence. At the other level, there is access to medication. The best way to handle with immigration documents, family support

(parents look for help when their children start to develop delinquency behaviors), domestic violence (APAV-*Portuguese Association for Victim Support*) is needed. Some lawyers provide us with the support for collaboration on information sharing. One doctor has been supporting us when people don't have documents.

IV- Personal Vision

28. The number one point related with Cape Verde taking place in Portugal has to do with Local Governments, namely at Amadora/Sintra. This is the only possible way for us to be closer of the power (education, housing, social work, and health- to intervene with youth-the need for intensive training-to be in the center of the community). I have the hope of building a house for the elderly (those who are not able to return to Cape Verde).

29a. 2

29b. I dedicate my knowledge's to the Fund. I share my experiences with the Fund for a better management of the community.

30. Participation at the Local Government

31a. 1

31b. It is a matter of organization. Cape Verde has a widely participation. Everyone is able to participate at the Local Governments. What lack in Portugal are not mechanisms of participation but organization to organize the community around electoral register, voting and political participation through which the strength, voice and image of our community are ennobled in the Portuguese society. For this purpose, the political power is the most adequate. We have capable elements to occupy positions. All we need is financial resources.

32. Political parties with the same strategic vision. In the geographical area of Amadora, the Cape Verdean community constitutes 50%. If we sum all, we have a strong community to exert influence.

33. My contribution is to choose capable persons, namely from the second generation. We have young people with academic backgrounds on Politics, Psychology and Social Work. They could be future candidates, a surplus value for the benefit of our community.

34. 2

35a. I have already shared it at a meeting with a group of friends, some belong to Parties.

35b. Some defend the left while others the right- the Parties. Nevertheless, there is a consensus of a political vision, which is to be at the Local Government (our representatives).

35a. I also shared it with Parties.

35b. They don't believe in our organizational capacity.

35c. 2

Our statutes do not allow bringing politics to the Fund's agenda.

36. The hope is in the organization. We acknowledge the financial difficulties to get there. Global understanding, herein organization, is our starting point.

37a. It is related with the lack of housing. Big gaps and many complaints. Given the fact that this community has lower power of purchase, several City Halls only facilitate with big knowledge's and belonging to a Party.

37b. On the health area, there is a big complaint. When they go to the health centres, barriers are created due of not having documents. The documentation area is very important.

38. It's our daily work. What push us forward to continue and bond even more the community are the hardships found by some entities. It's a web. Those who are inside do get more involved.

39, 40a, 40b, 40c. It's not one person, but an understanding regarding the hardships faced by the community, which in being shared with known people, makes us reaches the conclusion that organizing and developing solutions is needed. We are also helping Portugal. There is a sharing of knowledge's.

41. City Hall: To have an elected President on one of the following boroughs of the Metropolitan Area of Lisbon: Amadora/ Sintra/ Oeiras/ Montijo.

- Unite valid elements
- Create an electoral programme
- Take eyes on eyes with the community
- Take eyes on eyes with the Portuguese, showing that altogether we have the capacity of doing something that will benefit both Cape Verde, Portugal and immigrant communities, in particularly.

42. 1

43. They want to participate in music, dance and sport as well as in some debate-oriented activities. We have a debate "Immigration and Responsibility" with youngsters. They have to know what immigration is about, the reasons toward and most important their responsibilities based upon their actual situation on the Portuguese society. They must share their experiences with France, Netherlands, Luxembourg and Italy (On the 3rd of May- Project Sounds and Flavors).

Contrasting with Portugal, in these last years' Cape Verde has had more high school graduates. When they arrive here with 12th grade, they have an easier access to college than our youth. We have graduates with degrees in Economics and so on. There are situations that trigger and lead to school dropout (e.g. Drug Courriers).

44. Material resources. A training area is needed, especially on traditional games. Youngsters have a great will of knowing what is going on at Cape Verde. We see them with national team t-shirts, bags with photos of Cape Verde, even though they had never been there. They want to know how is possible to contribute.

A good area of intervention aiming alcohol, drugs and HIV prevention is music.

Annexe 4

Cape Verdean Association of Lisbon¹

Mrs. Alcestina de Oliveira Tolentino

1. The Basis for Primary Involvements

1a. Professional training for young single mothers targeting the labor market. Continuous project on fighting info-exclusion in our community (ongoing) through IT technologies. Those who participate are older. Given the location of the association (In Marquês de Pombal, Lisbon), youngsters who live neighborhoods consult the internet there. In December 2007 we had a gastronomy market.

The association develops continuous actions, has the door open, giving direct social support. This exists because the associates maintain it. From the first hour, this association assumed itself as response to the community in its whole (other communities as well). Recently a group of Pakistanis immigrants asked us logistic support. They need facilities to teach Portuguese lessons, but they never said anything again.

1b. Because our community has needs, it is necessary that those who have something give it to those in need to fight injustices and eradicate poverty. There is population that lack integration in society. And there is my personal need of being emotionally, mental and actively involved in activities that provide me with personal achievements.

1c. In the first place I hope the Cape Verdean community reaches a upper level as a whole and become integrated, having good relationships with the Portuguese and also with the Portuguese born-descendents. That our community have a vertical raising in terms of their status quo, which is inseparable from competence building, social and professional achievements of the elements of our community. Mainstreaming- the person has to be capacitated.

2. I am retired and a housewife. My scope of action is around the association. The community has several levels of organization on which the association is represented. I am part of the Federation of Cape Verdean Associations and also on the International Congress of the Cape Verdean Staff in the Diaspora. We are one of the founders of this

¹ Translated by the author

congress. We are also represented in the Platform of the Representative Structures of the Immigrant Communities in Portugal (PERCIP).

3a. 1

3b. For the above reasons. Secondly I considered that this house is a historical mark of the Cape Verdean community in Portugal. It was the first immigrant association to be created in Portugal and for two decades it was the only one. It is a reference house for the Cape Verdeans living not only in Portugal, but in Cape Verde and around the world. It provides useful responses for the daily life and whenever someone has a problem. Also works as a gathering point for the Cape Verdeans.

4a. 3

4b. The third gives a long-term idea. Due to my educational as well as academic backgrounds I have always worked in the social area. As such, my participation in the association represents continuity. All this time I had academic, professional timings and nowadays I have a voluntary timing, in personal terms. That of course combined with the priorities of the association.

5. It's my own existence. Due to personal reasons I had to leave Cape Verde and come to Portugal. Before coming I thought through the possibility of working directly with the community. My first professional experience here was in the Embassy of Cape Verde. Back then I already had connections with the association (the only one in Portugal in that period of time). When I retired I came to the association.

7a. 3

7b. Because usually the institutional objectives of the association don't match. They (personal objectives) are vaguer or sufficiently broad to include all the worries that the association is having, given the dynamics of our community and of our welcoming society as well. Because we are members of the European Union and there are dynamics that exceed Portugal in order to become regional.

These are worries of an attentive observer. When you are connected with an association, these aspects require attention and action. The European agendas impose priorities to the personal life. An example I could be at home, watching TV and hearing about poverty and injustices and then on conversations with friends do avant-garde speeches.

The association has to intervene; speeches are not enough due to the problems in the community ex: health issues.

8a. 1

8b. Working with people requires (one of the rules in social work) is that we don't get personally involved in problem solving of the community, but in practice this doesn't work out. Problems take more time to be solved and when you don't have the necessary resources in response to the community demands, you personally carry those problems. The social and intervention are inside us, "corrode" us. We don't know how to act differently.

9a. 3

9b. Logistical and human support. Also support from the colleagues in the association and in the community or friends/advisers in the Portuguese society.

9c. In December we did the Gastronomy market and we have to do a written report. I had the support of a colleague to structure the scheme. Asking help of persons in other levels for example currents of thought from Prof. Lúcia Ferreira. Finally, juridical support: the President of the General Assembly of the Association is a deputy in the National Parliament. I ask for juridical information.

9d. Right now I don't have a secretary. It is really necessary. We have a lack of technical support. We have many technical solicitations that put us questions/situations that demand technical responses.

9e. Most of the time we don't have the competencies or conditions to give the adequate responses: more elaborated and structured reactions.

10a. 1

10b. People who are persistent and don't give up. They don't lay down their harms in the presence of adversity.

11a. My mother and people who were part of my academic studies.

11b. My mother taught me not to give up. She doesn't give up, she is a fighter.

11c. Not to give up

11d. During my academic studies, I crossed with very special persons that helped to shape my nature. In the sphere where I move, the persons who dedicate themselves to the social are persevere, don't give up and fight for causes.

11e. Not to give up.

12a. No (I only in think in things that didn't worked out)

2- Competencies and Skills / Sense of Personal Effectiveness

13a. Many of the activities in the association are about dealing with the populations, with the organism that provide responses to the community.

13b. The above competences were already within me due to my academic studies as a social worker. That was an asset. What this (the association) offers me as brand new is on the scope of working the cultural relations, both with our community and with welcoming society, always in the line of the intercultural.

14. Right now the competence is to know how to write, namely creative writing to put my experience into paper. This would be more like a hobby.

At the professional level, I would like to have more conditions than capacities to associate some investigations, such as to put the experience that I have acquired at the service of an investigation, excelling the anticipation of transformations through a profound knowledge of the reality framed in a more incisive intervention. Dealing with people is a dynamic process. It is important to have those capacities to predict the responses and the situations.

15. Absolutely. We have to know and to do the follow-up. We need to have the maximum information about the authorities who are in charge of the resources that will be putted in place. It is also important to know the legislation (laws) and the juridical mechanisms. The City Halls have their own specific rules. We have to know the laws from the National Parliament, we have to know the institutions and within them who are the practitioners that deal directly with the issues of our community: knowing people. As the questions related to immigration are transversal to the Portuguese society, we know several people such as the President of the Republic, the President of the National Parliament and the Prime Minister.

16. Absolutely. Not as much as we would appreciate, but we have managed to accomplish that.

III- Communication with Other Organizations

17a. 1

17b. International Congress of the Cape Verdean Staff in the Diaspora

18a. 1

18b. In 2006 we had the 4th Congress. We do it every four years. I was in charge of establishing the bridge with the Presidency of the Council of Ministers of Portugal to take them to Cape Verde to participate in the Congress.

19a. 1

19b. Students from college and every once in a while students from the last years of high school.

19c. Students from college (Undergraduations, Pos-Graduations, etc) want information about the Cape Verdean community in Portugal while students from high school want to know about the Cape Verdean culture.

20a. 1

20b. I look for opinions in the structures on which the association is a partner or with the ones we articulate. To obtain information we get in contact with any organism. We contact to know the answers to give or because the Cape Verdean community has needs that only certain organisms are able to give, due to our lack of capacity to respond.

21a. 1

21b. I have always worked with populations/groups. As time goes by, both experience and knowledge grows. We learn to get to know people better as well as their reactions. As a public employee I have worked with individuals and groups in a vertical structure, where you learn the relationships and the hierarchy's weight. We acquire discipline and how to manage the resources of the community.

22a. 1

22b. Last Friday I had a meeting in Coimbra where I represented the association. I have represented in several occasions for example in the International Congress of the Cape Verdean Staff on the Diaspora. I have also represented it on the European Union structures (back then CEE). In that time the Immigrant's Forum existed. Now it was transformed. I was a founder member. We were part of the General Assembly. After the signing of the Treaty of Maastricht, the relations were conducted with each member state.

23. 1

24a. 2

24b. It guarantees better results, acting as facilitators. Knowledge never stands alone. A work project is always with the participation of; otherwise the possibilities of success become very unlikely. We have to involve the target population in the project and then other associations complement with skills and resources.

25a. 25 hours

25b. 15 hours

25c. 12 hours

25d. 5 hours

26. Absolutely. Our techniques and ways of relating with people are boosted. Our technical-scientific knowledge's are lifted in several areas, giving us a better efficacy in our performance, in the overall of institutions. Whenever I have a specific situation that requires support, I already know which one of them has the capacity to follow me up in the resolution for the problem, given the deep knowledge of the objectives of diverse institutions with which I have contacts. For example, if a Cape Verdean citizen comes knocking at the door of the association and tells me that he/she has lost his/her home, I immediately call to Legião da Boa Vontade ("Legion of Goodwill"), who are the managers of the shelters for homeless people.

27. It is always a contribution. The knowledge of the legislation is very important to us. It is very important to participate in different fronts, either with specific institutions in

the elaboration of a law regarding immigration and/or the associative life, either in the knowledge of how the society is organized regarding administration and civil society.

IV-Personal Vision

28. The ideas for our community, in a community inserted in the tissue of the metropolitan area of Lisbon have to do with a continuous grow of the education level as well as information level. Only with these two levels, our community is able to upgrade the standards of integration and therefore a better inclusion. These two are intertwined. The education level isn't only related with education, is about having the so-called empowerment. The person has to be prepared to manage itself in the society and control its own life. To be endowed of the instruments to. This is also linked with citizenship. Making decisions is not merely voting. Every day we have to make decisions. We have to have that conscience and intervene in that direction. This will benefit not only our community but also the surrounding society. For example our working population has a low educational level. When a census is carried, our population does not affect the statistics. 130 thousands to 10 million is nothing. But if we improve our educational level, we are contributing to the statistics in the councils where our community is most concentrated. The new programme "Novas Oportunidades" ("New Opportunities") is good to mobilize our community to take advantage of this opportunity to improve their lives and indirectly we fight the low educational level in the Portuguese society. People live here, they are part of the Portuguese society.

29a. 2

29b. The association is composed of persons and sometimes they don't have the same visions especially on know-how. The actual team on the association gathers people that pursue common objectives. Sometimes the strategies and objectives may not coincide in a certain moment, but we are here to work in order to harmonize these objectives. We do sessions and work meetings.

30. Information management. It is part of our culture to keep the information for ourselves. It is the question of letting the team knows what we know. Put the information at the request or even use the means that the technologies dispose to this end.

31. 1

31b. We work hard, it gave us months of debates with an internet site of the association. It is something to be improved gradually. We have a project of a magazine of culture and associative issues in the association, with cultural and societal contents. The project is done. We didn't launch it due to lack of resources. A project that is being developed is the creation or sustainability of a radio station or having a radio programme. We have the idea, not knowing how to reach the community.

32. We have to involve the professionals of these areas of competence. We have to involve the institutions both of the Portuguese society and Cape Verdean society of the mentioned areas as well as entities that can assist us in the financing. They may not be of these areas, but with the capacity to.

33. In the discussion of know-how, in the planning of contents and even in the development of some contents mostly those more generic.

34. 2

35a. Radio initiative. A few years ago, probably 4/5 years, I took this initiative and established a contact with RTP Africa. First we presented a written proposal for broadcast cover to develop certain contents with our population. Then we went for an interview.

35b. They never gave an answer. No developments were made.

35a. Radio initiative. Later on, we retook this subject with a member of the Government in charge of the media, which back then assumed before us as an interested part in supporting us in this process. He would create the financial conditions. We had the bad luck that this person was part of the government that fell little then.

35b. This person had no longer intervention.

35c. 1

35d. We are unanimous because it is a need felt by us in our daily lives. All the Cape Verdeans that intervene in the community feel the need of an instrument that directs the information toward, through the use of the maternal language ("*Creole*") and contents considering people characteristics and construction of the message so that the information accomplish its goals.

36. If we don't have that hope, it is not worthy to work. It has to be present for the person to believe that is being useful, that is contributing to transform the reality and foster the qualitative jump of our community in its inclusion; a wider participation in the Portuguese society has its impact on a better articulation with the society.

37a. In the first place it gave me space to put these ideas in practice, therefore, a variety of choices and relationships in the Portuguese society with the different actors on the political and technical arenas.

37b. The material resources to implement and human partners. A person has an idea and develops it with other colleagues of different age groups and educational backgrounds. Herein, we work with different areas of knowledge. Vertical hierarchy does not exist. We are all partners with the same levels of competence and sometimes that kind of relationships can be complicated.

38. It helped a lot because when I came to the association I already had knowledge of the metropolitan area of Lisbon due to the work carried out in the Embassy. Moreover, it helped to deepen very much. Our relationship with the metropolitan area of Lisbon is one of knowledge and participation for example on exhibitions, schools, City Halls.

39. Some Presidents of City Halls, colleagues of the associative movement, some members of the Central Government.

40a, 40b, 40c. They provided me a better knowledge of the area and surrounding reality. Resourceful insights were given to the conception of responses and elaboration of concrete projects.

41. Improvements on the level of knowledge of our community and/or of certain groups inside the community envisioning a boosted capacity to exercise citizenship. The individual must be endowed of better instruments such as empowerment.

42. 2

44. If we knew, we would implement it. Our greatest difficulty is the place where we are located, which is out of hand for migrants living in the neighborhoods. In this order it is complicated for youth to come to the association. Those who are studying here (university) are connected with the Cape-Verdean groups on the universities. They carried out the associative work there. These groups make use of our premises for

meetings and gatherings. They use the computers for projects. Their benefits are bigger than the participation in the life of the association. This is our Achilles heel. We would like to have more youth involved but we don't know, especially for the renewal and assignment of responsibilities and also to foster new leaderships.

Annexe 5

Mr. Marcelo Évora

1- The Basis for Primary Involvements

1a. My first involvements were in this association. I got myself associated. I stopped by and participate in some activities. In a certain time the former President called me and proposed my candidature. We applied and won. Immediately we started to work. We set up a constant and structured half-yearly planning . We tried to open the association to the community but compared to other associations we have a problem. We have a different way of thinking, feeling and seeing the world. We are labeled of being elitists. Also, this building belonged to the City Hall of Lisbon. We were here as tenants. We receive a proposal of purchase and sale from the City Hall. We gather the funds and bought this space. Finally, this is the only association acknowledged as an Institution of Public Utility.

1b. I became a candidate propelled by a conscience of public service and not with the idea of personal promotion.

1c. When I participated for the first I came based on the principles of public service. I didn't even knew the context. My intentions weren't social visibility or personal benefits. Being a President does not mean that I will obtain benefits. These positions are places on which people should provide public service.

2. I am involved in another association of Solidarity. I provide some services. I revise the statutes. The grassroot association are composed of people who lack training. They don't have the notion of compromise, schedules.

3a. 3

3b. Due to its labeling, the association is isolated. Given its social base of support several institutional levels of the society are easily reachable, namely community power structures such as Governmental. It has the capacity to implement, to establish goals.

¹ Translated by the author

The association participated in the creation of the Federation of Cape Verdean associations in Portugal.

4a. 3

4b. I am associated. It was my duty to give something, to contribute.

5. There is an urgent and imperative need which is to promote the integration in the Portuguese society. Efforts have to be made to exert citizenships rights. I tried to contribute to reach that goal but it was not possible. The debates weren't successful.

7a. 2

7b. The statutory objective is to promote the Cape Verdean culture and integration of its associates (which are already integrated) and one of my personal objectives as citizen is contribute to the full integration of my compatriots: to win in school and in life which requires efforts and work.

8a. 1

8b. Because I have to think strategies, execute objectives, prepare programmes, contact people and mobilize them. This association absorbs many of my energies especially my free time. As a consequence I won't attend other activities such as Opera, concerts, exhibitions and so on.

9a. 3

9b. Beyond quotas, internal financial support. We ask associates to make donations. Some advice and participation from the board, in its whole, on decision making procedures.

9c. It facilitate things. My personal demand to the good execution and timing requires always a personal participation. Usually my demands receive a positive feedback from the association.

9d, 9e. There is no such thing because everything I do is doable. I already know that I have the human, financial and cultural resources. This association has its own internal resources to generate incomes.

10a. No. I am the example.

12a. 1

12b. 2

12c. To invest more on the demanding level. To recruit people with a high academic level to write minutes and so on.

II- Competencies and Skills / Sense of Personal Effectiveness

13a. Given the weekly character of the keynote speeches organized by the association, I had to go into the artistic, academic and even scientific contexts to recruit people.

13b. The knowledge's acquired in college and professionally are deepened, extending my personal perspectives as associative leader, citizen and member of a minority.

14. At 57 years old and after completing of 2 undergraduations and being in the process to finish another, being involved in an Institute of Engineering (Airports) and also being involved in Union and associative activities, I think it's time to develop my own personal competencies which are research and writing, for personal satisfaction.

15. On the virtue of my academic background, associative activities and participation in business and governmental negotiations, I do have notions of how the power is exerted.

16. I had the opportunity to create of the Federation of Cape Verdean Associations. The Cape Verdean community needs leadership capacity, interests, ideas and work.

III- Communication with Other Organizations

17a. 1

17b. Community Group of Carnide (City Council)

18a. 1

18b. We are organizing a tribute to Cape Verdean-descendants and Portuguese decorated for Cape Verde. We intend to carry out a public event.

19a. No. Due to the distrust.

20a. No. (The association has capable opinion-makers)

21a. 1

21b. Union activities was a work wherein I was given the opportunity to coexist with Union leaders endowed of work capacity, ideas and competencies that helped me in the performance of my functions.

22a. 1

22b. Participation in the creation of the Federation of Cape Verdean Associations.

23. 4

27. It does not have material contributes because the Cape Verdean does not own organizational capacity to implement, a legitimate representative structure. Even the Federation is questioned for way it was created and for its capacity to impose in the community. The others don't have the capacity to represent a united community, don't have the conscience of rights and duties. Since they are not representative, they don't have institutional strenght as well as power to influence. The Cape Verdean community is not taken seriously by no one . What is the Cape Verdean community that once in a while appears in media without educational backgrounds?

Those who come from Eastern Europe have the notion that laanguage domain represent the core element of integration. The Cape Verdeans don't care.

VI- Personal Vision

28. It is my hope that a cultural transformation to potentiate the vision that integration is convenient takes place, although but it has its costs. The destiny of the Cape Verdeans is attached with the Portuguese goals. A profound transformation of mentalities and consciousness to form a competitive country, independent of communitarian funds and integrated on the main European powers must take place.

29a. 1

29b. This association is formed by fully integrated persons, who are aware of their multicultural consciousness, their multi-ethnic origins. They are citizens of full rights. Their sons are well integrated. The have a romantic idea of Cape Verde (only for vacations).

30. Full integration in the Portuguese society without forgetting Cape Verdean roots.

31. 1

31b. It started with the Federation of the Cape Verdean Associations but had no effects due the personal interests .The Federation is a dead structure. To overcome difficulties, they should start working in the neighborhoods through attendance at neighborhood Assemblies, aiming the promotion of dialogue with and involvement of people so that legitimacy to represent and dialogue is acquired. Solutions must come from the inside out.

32. Involvements should include both Cape Verdean and Portuguese (...) If personal promotion is the goal, then is not doable.

33. As soon as this mandate reaches its limit, my active participation in this kind of associations ends.

34. 3

35a. At the speech level, they all agree that there is a lot be done, that participation is crucial to obtain results (deficit of collective consciousness/deficit of availability). Participation targeting collective objectives.

35b. Only a few appear to implement. Those we show up are against their will. When on boards/institutions, they don't put enough efforts into their work (obtain results). Personal objectives are more important than the collective ones.

35c. 1

35d. The core issue is organizational capacity.

36. I do have a multicultural consciousness that should be preserved. This consciousness leads me to study and analyze the situation of my compatriots. Their future perspectives are not much given the extreme dependency of institutions and/or the State

37a. Both internally and through sporadic participations, I realize the reality on which my compatriots live. They lack strenght.

37b. The association could be more open. For that the social boards would have to be formed of available people willing to participate in grassroots projects.

38. It depends on internal mobilization.

39, 40a, 40b, 40c. Since early times, I have been working on behalf of the community at church as a leader. I acquire a consciousness of public service.

41. I don't have plans for the future

V. Mentoring

42. 1

43. The transformations which I implement are appealing to more young people in their thirties/forties.

44. I had a project but didn't worked out due to lack of interest. The objective was to create a Federation of 2/3 closer associations, instead of a Federation of 60 associations, on which the social boards would imply young people with an open-mind and leadership capacities. Initially they would be mentored by experienced individuals. Leadership always based in youth.

Annexe 6

Mr. Manuel Correia

1. The Basis for Primary Involvements

1a. Many years involved in the associative life. I am the President of the Federation which has 46 affiliated associations. Three are in the entry procedures. One is in the initiation phase.

Federation- Given my role as President I have connections with associations. Define a strategy and goals. Project the Cape Verdean associations for other kind of initiatives. Go beyond the parties. In the education and training area and also in associations in the country of origin- when talking with the Portuguese Government, we suggested that the Government of Cape Verde carried out training there. Before arriving to Portugal, they must be endowed of training to better compete in the labor market. Have the tools to go beyond civil construction labourers, cleaning lady. They are able to give a jump in qualification. Portugal and Cape Verde have a Protocol for housing, teaching and work. Initiatives- bring knowledge to people about the Cape Verdean culture. Culture is very important. The associations are a good vehicle.

Example: We celebrate the Day of the Cape Verdean Woman (25 March). Sporadically we pay tribute to the Cape Verdean Worker, in collaboration with the Embassy of Cape Verde, the Ministry of Culture of Cape Verde and several artists.

1b. Both. Education. We have to make pressure to create more openings, whether in the country of origin, whether in Portugal.

Education- Training- Qualification: Life long learning.

One education experience is not enough, whether they are civil construction workers, qualified staff and so on. We have to compete in labor market. The Cape Verdean are subject to the worse jobs, in conditions with low salaries. The Cape Verdean community shall be at the same levels of other countries. We are equivalent to Eastern Europe

¹ Translated by the author

countries. This projection is being made. We have a medium and long-term goal line, of 10/15- 20 years. Protocol between Cape Verde and the European Union: project this vision.

1c. Upgrade Cape Verde development. Human Development, Democracy indicators and so on are higher. Medium development is not enough. It has to be higher. In the health area is raised 12 levels. It is reason for satisfaction. We must register the evolution. The path could be through education, training and qualification.

Cape Verde does not own natural resources but has a good location, has ambitious qualified staff, knowledge and technology (development). It is a stable country, security.

2. Social activities. I am President of the Union of Electric Industries of the South and Islands, which involves collective negotiations, conflict negotiations and training at several levels. Better work conditions for the employees. That has more value than money. Health improvement: work conditions. Those who provide higher contributions are women and youth. Their incapacitation goes beyond work. It also reaches family eg. Not being able to hold a son.

3. 1

3b. Qualification of the staff, especially youth. It would be good that several youth had the conditions to develop this project.

The Federation is very requested. It can be a partner in work, science and culture.

Factors to develop:

- Work in close collaboration with people. It is relevant to project the work into the in institutions;
- (...) We must have an open spirit to work with all types of people. We must have the capacity to listen, relational capacity;
- Associative life is voluntary. For a better quality, training should be required.

4a. 3

4b. For me to pursue the third I also have to do the second. If we resolve concrete questions, the quality of life is enhanced.

5. It is related with the previous. In spite of the advances in the Portuguese society, there is still a very complex organization that gets in the way of minorities. The problem of racism .The reason was to responde to both problems and challenges. To demonstrate that they were entitled to participate, to demand. For example: Housing: Living conditions of people. Poor housing. Due to demands from the community, political power and City Halls- In 1996 PER initiated the construction of houses. It would have been a benefit for the Cape Verdean community if it was associated with the resolution of concrete questions.

7a. 1

7b. My personal expectations are not at the same level of the Federation. Federation must be projected higher than the personal interests of the common citizen to better serve the community as a whole. It is more relevant.

8a. 1

8b. It was a choice. A contribute I am able to give. I could not organize my life without giving a share of it to the community I belong, solve problems. My participation in the Federation is very appreciated. It projects the person and the institution.

9a. 1

9b. Support in the Federation, associations . Family support to dedicate time to organizations. Support to listen: to build ideas, solutions based on the people who participate. Financial support which is not about money, but related with voluntary work.

9c. What we do as a result in the community. Family must have a great amount of understanding. Surrounding community.

9d. Sometimes. The work with associations is not 100 %. Herein is included the financial (more) and time.

9e. In 2007 we wanted to develop training for young associative leaders on management, account and so on. This training was needed for them to carry their work as young associative leaders. Due to the lack of support, we were not able to pay the monitors.

10a. 1

10b. Willingness to work in the community

11a. The President of the Cape Verdean Association of Lisbon

11b,c,d. Overcome obstacles. In the 70's, the association contribute to solve problems that characterize the beginnings of the Cape Verdean migration. They would sleep in Jardim da Estrela (*Estrela Garden*). They weren't prepared for the cold. They were able to obtain warm coats.

11e. Charisma and spirit

12a. 1

12b. 1

12c. It gives a tremendous strength. Although not all problems are able to be resolved. It proviudes you with stimulus. That this iniative will have an impact toward something.

II- Competencies and Skills / Sense of Personal Effectiveness

13a. Every associative leader also develops a set of its own personal competences. He/she works with people that have different trainings. Social area and Legislation.

13b. Social area is very developed in the associative life to solve problems. Legislation-how to work with legalization, juridical procedures, rights.

14. I would like to widen my knowledge's on the social area. It gives you competences on the level of institutions. It allows to expose in order to obtain more efficient results. The world of competition is present in housing but also in the integration linked with the Cape Verdean culture to facilitate the integration itself.

15. An associative leader must know the social and political institutions as well as the channels of communication. In this way, he/she is more ahead. Politics: good

knowledge SEF (Aliens and Borders Service), work, City Halls. Social security: Social Security, Insurances.

16. Periodically, the immigrant has to go to SEF (Aliens and Borders Service) for renewal of residence permits. Authority for Labor conditions. A fundamental knowledge. We even know the name of the person who is responsible for that as well as the address. SEF (Aliens and Borders Service): residence permits. It is mandatory from the legal point of view. We can say that: “your problem can be solved in Setúbal, Cascais and so on”.

III- Communication with Other Organizations

17a. 1

17b. Ukrainian community. We are stronger in its whole. It is better than to be presented solely as the Cape Verdean community.

18a. 1

18b. During the discussion of the Aliens Law, the Federation gather with SEF, ACIDI, Labor Authority and also with the Guinean and Angolan communities to expose the information, in order to obtain support. It obliged the institutions to consider associations that weren't being considered. For example: Family regrouping. The law is until 18. There was a group of young people that it was important to regroup until they were 18.

19a. 1 (Ukrainian)

19b. Nationality. Since 2007 we have the Portuguese tests and since not all have access to internet, they ask me information's. I am also part of two commissions at ACIDI: CICDR (Commission for Equality and against Racial Discrimination) and COCAI (Advisory Board for Immigration Affairs). And also for questions related with the Union.

19c. Access to the documentation.

20a. 1

20b. Aliens law which has several aspects. There are communities on which more documentation is demanded. The Cape Verde/EU agreement facilitates the process. Exchange information to determine what are the requirements. If they (immigrants) didn't know more time was wasted. More information before going to the institutions. Residence permits/Address change helps a lot.

21a. 1

21b. To work in an association is like to be in school. Different types of knowledge and training. Several experiences contribute to the Federation: people and institutions from several communities.

22a. 1

22b. I represented the Federation in:

- Congress of the Cape Verdean Qualified Staff in the Diaspora.
- French organization
- Netherlands: the Cape Verdean community (organized as a Foundation)
- Invitation from the Portuguese Government: Seminar about illegal immigration
- Gulbenkian: Integration
- City Halls: Seminars, workshops
- Cape Verde: In 27 January I will represent the Federation at Cape Verde in the project "Juntar as Mãos" ("*Djuntamon*" in Creole and "*Join Hands*"). To obtain and distribute educational material, computers for children with less resources. The Godfather is Nelson Évora.

23. 1

24a. 1

24b. Because we listen other opinions that can help to organize differently or even better. The final result is different.

25a. 6/7 hours

25b. 4/5 hours

25c. 5 hours

25d. 1 hour

26. These contacts result in the deepening of competencies and positive results.

27. It influenced and for the good. The contact with different communities and associations is very good. These experiences are very good, helping in the perceptions, in the present needs. Example: Until 2000 if you ask what was most relevant for the Cape Verdean community, the answer was housing. If you ask today, the answer is education and training.

An evolution in society is taking place and only those who are in the association see it. The other people do not feel it. Why this easiness? Because they are in conditions to compete in the labor market with other more well prepared communities such as from Eastern Europe. We gave this information to the Government of Cape Verde.

VI. Personal Vision

28. Integration as a positive evolutionary process that awakes toward the problem of lack of suitable housing and educational training. I have an optimistic perspective. I only gain energy to act when I faced the needs. Until now, everybody worked in a disperse way. Nowadays we have a National plan carried out by a group of Ministerial offices that aim the promotion of integration on the level of housing, education and training. This could be a good contribute.

29a. 2

29b. The leaders thinking are reflected in the institutions. I am the core responsible. As a result I get myself surrounded of people with similar visions. We all agree with the same vision, either personal either institutional.

30. A vision of integration. I would like to develop an integrated vision of the Cape Verdean community which is of personal development of Cape Verde through the promotion of good relationships with Portugal. People who are well integrated and welcomed have a positive effect in society. The opposite has a perverse effect.

31. 1

31b. Because we are an institution of the Cape Verdean community and of the Portuguese society, we articulate with Cape Verde to build a path for integration. It goes beyond a thinking of the Federation, it is the heart of the matter of the community and of the Government of Cape Verde that targets the development and integration in the Portuguese society.

32. On an integration process, like this with several perspectives, the partnership has to be widened. I am talking of schools (professional training), local Governments (local integration). In the place where they live, requalification of the neighborhood has to take place. People cannot longer live with poor housing conditions. It is up to the public institutions to implement.

33. As long as my term lasts, I will push my limits to get the collaboration of the associations of the Federation as well as from the Portuguese and Cape Verdean institutions envisioning the highest advantage, namely integration for the benefit of the Cape Verdean community.

34. 2

35a. Circumstance

The experience of integration has always been an object of conversation with the several institutions.

35b. Response

There is a considerable amount of agreement around my vision, which was built collectively.

35c. 1

A young boy/girl that shall born in about 20 years won't believe in what we are living now. Therefore the importance of education. We will obtain a medium term goal on which the state of development of the Cape Verdean community will reach a higher level. The evolution of Cape Verde follows a positive path. I do not want to believe that Cape Verde shall go ahead, in terms of development, of the Cape Verdean community herein. But this is a optimistic view.

The first vision is represented in an evolution for 10/20 anos on which Cape Verde evolve. The evolution in Portugal shall have different points. But Portugal must be aware. The Cape Verdean living in Portugal must work hard to overcome the levels in Portugal and to revert the results toward the development of Cape Verde.

V. Mentoring

42. Yes

43. Involvement at several levels. The Federation took 5 youngsters to Cape Verde for the 1st International Congress of Cape Verdean Staff in Diaspora. The goal was to directly involve them in the associative matters about vision of the society where they live in and also of their country of origin. Right now, they are part of the Federation of Cape Verdean Youth in Portugal. If they are the future, they must integrated in the associative life right now.

43. I do consider that nothing is done. It is up to young people to assume key positions in all areas. Youth may give an important contribute to the information and communication areas. They manage the website of the Federation and organize events, always mentored by an experienced member. We are planning a training on management. Today associations develop several activities that involve money and responsibilities and requires specialists on management. When we develop a project, we must have a good structure of support to implement. Financial domain and all parts regarding the associative life. To produce reports and its presentation.