



APPENDICES FOR

MAPPING THE VALUES OF ABBOTSFORD
AND DEVELOPING A PROTOTYPE FOR AN
INTEGRAL VITAL SIGNS MONITOR
OF CITY WELLBEING

By

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Food For Thought™
Cooking Up cultural harmony

Knowledge Development and Exchange

Report for

WELCOMING AND INCLUSIVE COMMUNITIES AND WORK PLACES
In

ABBOTSFORD

June 28, 2010

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INTRODUCTION TO APPENDICES

This Document represents the Appendices referenced in the report, **MAPPING THE VALUES OF ABBOTSFORD AND DEVELOPING A PROTOTYPE FOR AN INTEGRAL VITAL SIGNS MONITOR OF CITY WELLBEING.**

The Report summarizes the background, design and outcomes of the Knowledge and Development Exchange (KDE) for a Welcoming and Inclusive Communities and Work Places (WICWP) project located in Abbotsford BC, that is known as “Food for Thought”. It should be reviewed in that context. The objective of the KDE project was to map the values of Abbotsford, using an integral framework based on the models of integral perspectives (Wilber 1995; Wilber 1996; Wilber 2007), values evolution (Beck and Cowan 1996) and Integral City intelligences (Hamilton 2008) . Recommendations proposed that Abbotsford develop an Integral Vital Signs Monitor identifying indicators to track the wellbeing of individuals, families, work places, education, health care, recreation, faith community, city hall and the environment.

A third document in this report set is the **Integral Vital Signs Monitor Proposed Indicator Sets.**

APPENDIX A: DESCRIPTION OF DEMONSTRATION PROJECT AND PUBLIC EDUCATION PROJECT

The DP and PE projects became identified as the “Food for Thought- Youth Asset/Business Project”. This 18 month project, led by SUCCESS and supported by collaborative community partners, intended to develop the assets of youth aged 13-34 in the community of Abbotsford. The project was borne out of the intention to create positive and proactive youth connections to others in the community as a means of moving them away from gang-related and antisocial behaviours.

This project uses the BC Healthy Communities capacity building framework as a guiding philosophy, which privileges the whole person in the whole community. This model takes a developmental perspective on capacity building and was intended to address asset development, inter-sectoral partnerships, development of healthy public policy, and the interconnected determinants of health while at the same time addressing the issues of environmental sustainability, community economic and enterprise development, and climate change.

The project brought together a group of youth immigrant/newcomer leaders from across the community and grouped them into separate youth leadership tables based on age ranges. The first group included youth aged 13-18 (school aged); the second group included 19-28 year olds and the last group included 29-34 year olds. These conducted an asset-based exploration of the community and their role in it and created a series of digital stories based on their findings.

The group worked alongside community leaders and business mentors in the agricultural/food system to create linkages to address succession of all farmers and berry farmers in particular (the average age is 70 years) and examined how our food system can be sustained into the future. This challenge was framed as a leadership development exercise and community development initiative.

The teams formulated a series of videos and digital stories to tell the story of how Abbotsford can move forward into the future with valued youth playing an important role.

The business mentors were expected to invest in the project because the youth can help them to solve current business challenges including hiring with diversity in mind, addressing literacy on the job and remaining competitive in changing times, and build comfort levels with the use of new technologies to create economic and business advantages. Additionally, youth represented the upcoming generation of clientele: connecting with them was intended to assist businesses in better understanding this demographic, and to adjust their marketing approaches accordingly. More generally it was intended that, engaged and skilled youth would translate to less crime, healthier neighbourhoods, and higher personal incomes – all attractors of increased purchasing and new employees to Abbotsford.

The teams designed a series of learning events that will inform the businesses of the challenges we will face into the future. It was speculated that these might include the following:

- Investigating the slow money movement
- Investigating social enterprise and enterprise development opportunities
- Linking to BC Landscaping and Nurseries Association
- Localizing the food source by as much as 70% by 2060
- Addressing climate change and the potential of shrinking economic markets
- Enhancing self reliance through resilient systems locally
- Addressing food regulatory/marketing issues
- Introducing more community / cultural gardens

Each group custom designed their approach to the issues and answered the following questions on their quest for potential solutions:

- What are the issues? Is our response moving in the right direction?
- What can we do together? Can we create a flexible platform that can hold to new possibilities?
- What can we do now? And does it represent a positive social return on investment.



APPENDIX B: INTEGRAL FRAMEWORK

This is a direct extract from (Hamilton 2006)

While many municipalities have had access to significant expertise in environmental and ecological systems, conflict and/or impasses often arise when attempting to reconcile the diversity of human perspectives.

In order to address the key human systems issues in municipalities, it is proposed to utilize the **Integral Framework** as a basis for developing and measuring the Well Being of the municipality. This would integrate the values, intentions, databases and benchmarks into a comprehensive system.

What is the Integral Framework?

"Integral" means "inclusive, balanced, and comprehensive." Integral proposes that everyone is right some of the time!! However, the Integral approach recognizes that all "rightness" is partial and therefore offers only piecemeal approaches to complex problems that are ineffective. Partial and fragmented approaches need to be replaced by solutions that are more comprehensive, systematic, and encompassing—in other words "integral". This premise applies to both individual issues of meaning and transformation or increasingly complex social problems such as unemployment, over-population, housing, ecology, and education.

The integral framework is a type of **comprehensive map of human capacities**¹ created by an extensive cross-cultural comparison of human capacities. By learning to use this map any researcher, practitioner or decision-maker can fairly easily adopt a more comprehensive,

¹ Integral Institute <http://www.integralinstitute.org/approach.htm>

effective, and **integrally informed** approach to specific problems and their solutions—from business to politics, from health to education, psychology to ecology

An integral framework utilizes four quadrants as lenses to examine individual, social and environmental phenomenon. The quadrants are grounded in all human experience and action.

Figure 5 shows the multiple dimensions of individual, family and social systems. These dimensions have been investigated through analysis, implementation and evaluation in hundreds of paradigms, methodologies and forms of inquiry such as:

Upper Left: phenomenology, psychotherapy, meditation, emotional intelligence, personal transformation

Upper Right: empiricism, scientific analysis, quality control, behavioural modification

Lower Left: multiculturalism, postmodernism, worldviews, corporate culture, collective values

Lower Right: systems theory, social systems analysis, techno-economic modes, communication networks, systems analysis

Figure 5: Integral Framework ²

	Interior/Invisible	Exterior/ Visible
Individual	Consciousness <u>What I experience</u> "I" subjective realities: self consciousness, states of mind, psychological development, mental models, emotions, will	Behaviour <u>What I do</u> "IT" objective realities: visible individual actions, bio-physical features (eg. race, age, gender), bodily health and activity
Collective	Culture <u>What we experience</u> "WE", intersubjective realities: shared values, culture, worldview, communication, relationships, norms, customs	Systems <u>What we do</u> "ITS", interobjective realities: social systems, built environment/artefacts, structures/infrastructures, economic systems, political orders, resource management

(It should also be noted that all major human languages recognize the integral, with first-, second-, and third-person perspectives (for example the pronouns: I, you/we, it, its/those). These three basic dimensions of reality (I, we, and it) show up in human systems as art, morals, and science.)

Thus, the Integral approach attempts to identify all of the important variables that are contributing to any situation in each of the 4 Quadrants

² Adapted from Brown, B. (2005) Theory and Practice of Integral Sustainable Development – An Overview, part 1: quadrants and the Practitioner, AQAL Journal, Spring 2005, Vol. 1, No. 2

How Does the Integral Framework Recognize Complexity?

An Integral framework can reflect multiple levels of complexity in living systems at all the scales shown above in Figure 2 and in the following human systems.

Individual

Family

Workplace / Healthcare Systems / Education Systems

Community

Island

Region

Province

Nation

Globe

The key point to recognize with human systems (such as workplaces and communities) is that as they develop they tend to become increasingly:

- supportive of individual diversity, traits & behaviour (Upper Right: actions)
- empowering of individual personal intentions & development (Upper Left: experience)
- economically connected, therefore increasingly effective and efficient (Lower Right: productive actions)
- mutuality-seeking thus broadening moral, cultural and relationship span (Lower Left: relational experiences)
- self-generating, self-renewing and innovative
- aware of a longer time horizon

- impactful over a longer time span
- able to act locally with an awareness of a larger spatial horizon
- impactful of a larger and more spatially distributed population
- interconnected in their capacities

Thus more complex levels of organization/community transcend and include less complex levels of organization/complexity. The Integral framework makes possible the Integral Scorecard (discussed in Appendix [B in another document]) and recognizes the fractal nature of scaled development of communities in the way that it rolls up data vertically and relates data horizontally in all quadrants. Thus the Integral model is often referred to as AQAL (all quadrants, all levels).

...

What are the Benefits of the Integral Framework?

An Integral approach recognizes the plurality of worldviews and developmental capacities of all individual and collective stakeholders (including the facilitator's). This plurality can be described in many layers (3, 4, 8, etc.), but one of the most concise recognizes the four levels of development (or complexity) represented by the Traditional, Modern, Post-Modern and Integral perspectives. As Figure 7 shows these levels of complexity are present in all four quadrants. In creating an Integral design all these four quadrants and levels can be honoured and incorporated into principles of sustainability. At the same time none of these worldviews would prevent the contribution of capacities that each brings to an Integral design.

Each of these developmental levels has its own patterns of worldviews, values, healthy expressions and unhealthy resistances to supporting sustainability or well being as shown in

Table 1. An Integral developer would recognize the value of each level because he/she would access appropriate: systematic structures and protocols; proactive, rational, scientific, prosperous productivity; egalitarian, caring, inclusive, relational people; and complex, systemic, adaptive, interactive, flexible, design processes. In doing so he/she would capitalize on the healthy expressions of sustainability and prevent and/or overcome the unhealthy resistances.

Figure 7: Levels of Development in Four Quadrants

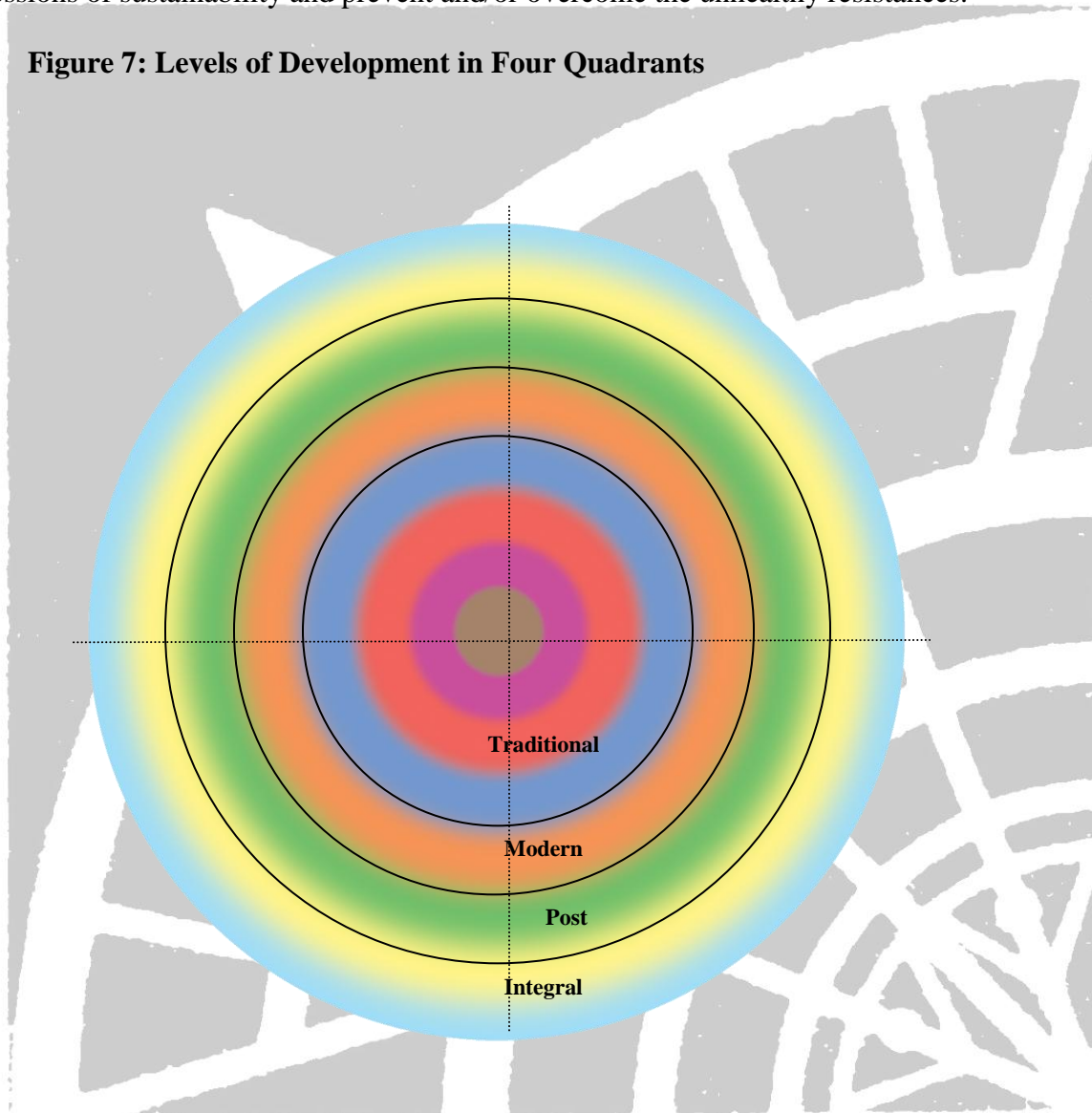


Table 1: Summary of Support for Sustainable Well Being in Key Worldviews³

Worldview	Why Support Sustainable Well Being?	Healthy Expression	Unhealthy Resistances
Traditional	<ul style="list-style-type: none"> • Over consumption today will affect people we know and care about including children and grandchildren. • We have a responsibility to care for our world and the world we'll leave them 	<ul style="list-style-type: none"> • Define structures. • Stabilize and order. • Uphold family values. • Recognize greater good. • Belonging is important. • Responsible and well organized. 	<ul style="list-style-type: none"> • Rigid. • Excessive control. • Overly bureaucratic. • Inflexible policies.
Modern	<ul style="list-style-type: none"> • We can master the technical challenge of environmental damage. • There is a competitive advantage and opportunities in sustainability. Others value and want well being. • We can prevent damage by managing climate change, overpopulation, resource scarcity. • It's rational to care for environment, and support human rights. • We can influence policy development. • We can minimize future risks. 	<ul style="list-style-type: none"> • Enhance living through planning and technology. • Dedicated to success. • Logical policies and development. • Develop and use best practices. 	<ul style="list-style-type: none"> • Aggressive competition for limited resources. • Political gamesmanship. • Over consumption.
Postmodern	<ul style="list-style-type: none"> • Consider how our actions will affect 7 generations from now. • Island partnerships make sense to solve problems together. • We have a responsibility to the island, and each other. • We owe the future. 	<ul style="list-style-type: none"> • Encourage social responsibility. • Create better lives for each other. • Honour a big picture view. • Include everyone's voice. • We are environmentally tolerant and sensitive. • We support consensus and community. 	<ul style="list-style-type: none"> • Incapacity to reach decisions. • Interminable processing. • Extreme pluralism. • Over-romanticism. • Ignore need for productive results
Integral	<ul style="list-style-type: none"> • Aligned with the deep motivations of each stakeholder. 	<ul style="list-style-type: none"> • Balance awareness. • Consult integral views 	<ul style="list-style-type: none"> • Global views need local understanding.

³ Brown, B. (2005) Theory and Practice of Integral Sustainable Development – An Overview, part 2: Values, Developmental Levels and Natural Design, AQAL Journal, Spring 2005, Vol. 1, No. 2

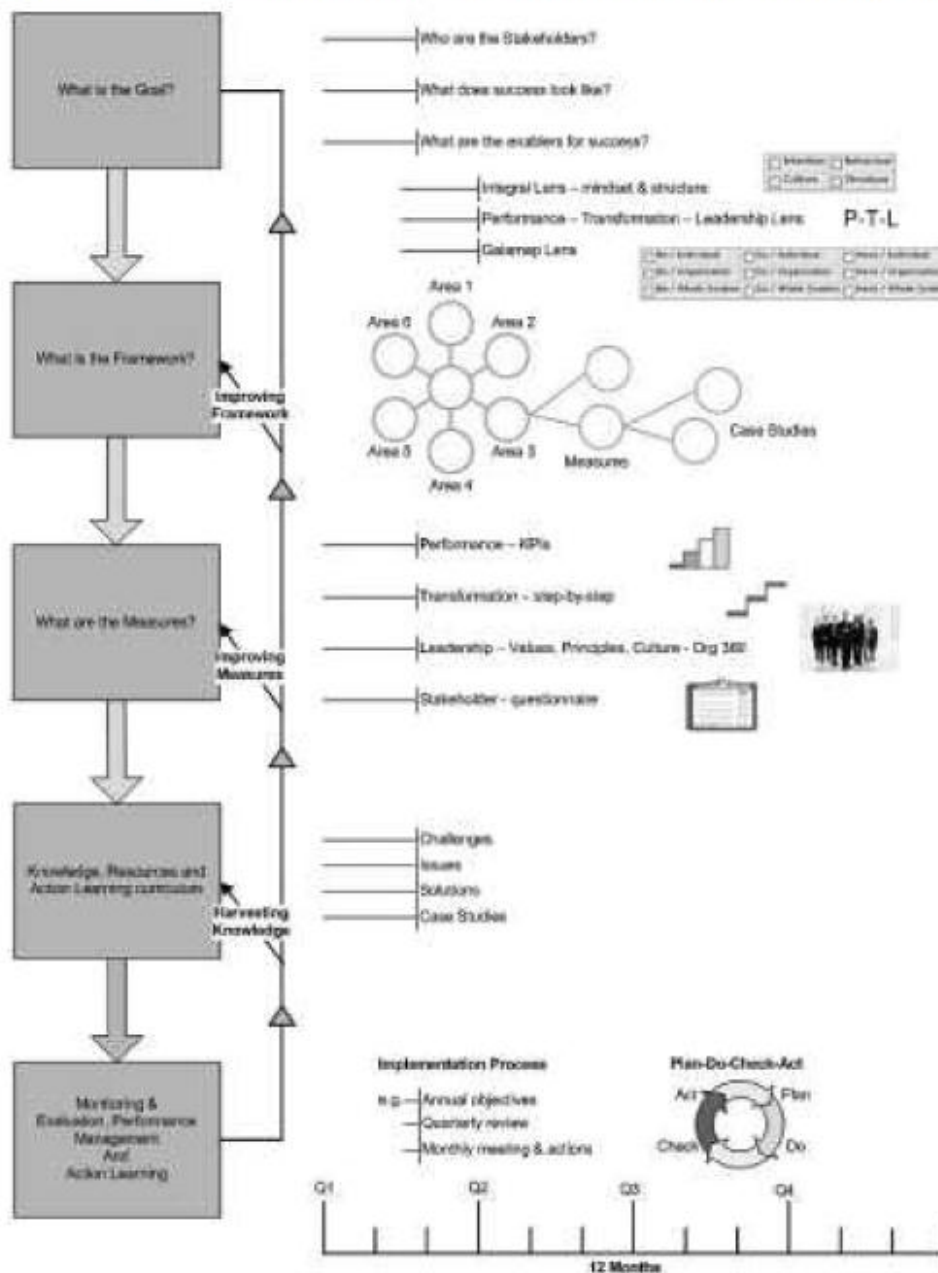
	<ul style="list-style-type: none"> • Appropriate to exterior and internal systems. • Able to change as stakeholders and systems change. • Recognize all approaches to well being contribute something valuable. • We can design an approach that recognizes values, flows, life conditions. • One size does not fit all. • Integrate all approaches so sum is greater than the parts. • Recognize interconnectivity of the whole system. • Recognize the system of systems. • Consider all truths are partially right. • 	<ul style="list-style-type: none"> • Work as an integral advisory team. • Recognize and integrate different experts and expertise. • Learn how to learn. • See the natural patterns in all living systems at different scales. • 	<ul style="list-style-type: none"> • It is a challenge to translate into and from all of the other worldviews.
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APPENDIX C: INTEGRAL VITAL SIGNS MONITOR – TRACKING WELLBEING

The Integral Vital Signs Monitor (IVSM) tracks the achievement of target indicators selected by community stakeholders. Users of the IVSM collect data from existing databases and/or self-assess against standards and best practices. The standards and practices develop into a feedback-based governance system as outlined below in Figure 1 (Hamilton, 2009, p. 234).

Figure 1: Governance Framework from IVSM Process

Figure 11.3. Governance, monitoring and organisational learning framework end-to-end process. Source: Gaiasoft IP Ltd 2007, 2008. International patents pending. All rights reserved. V1.02. With permission.



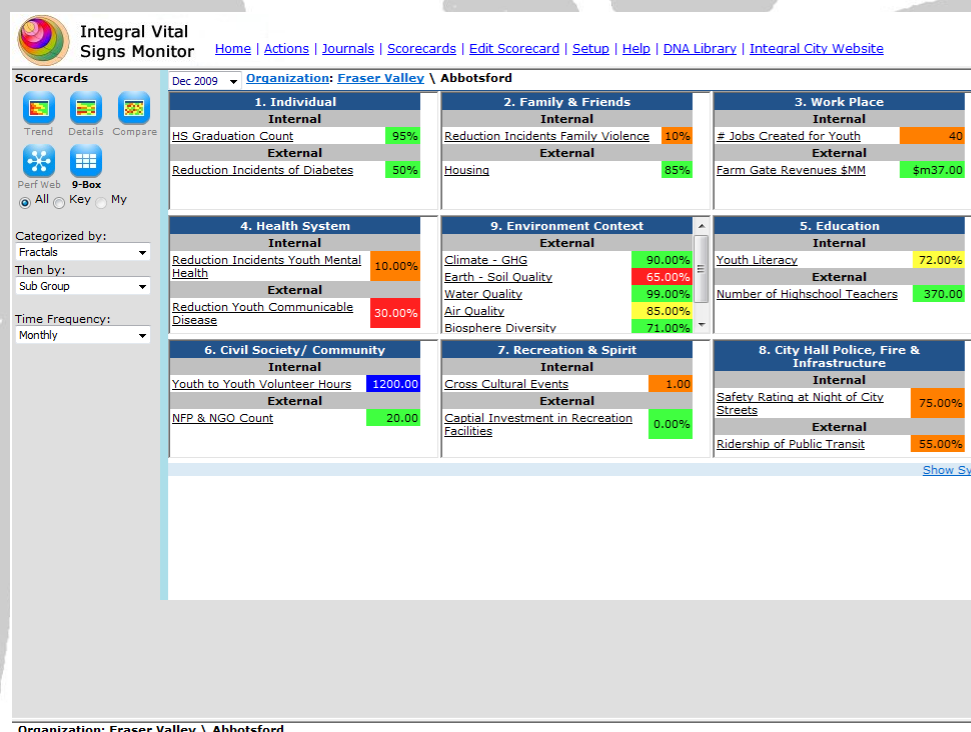
Technical Implementation

The IVSM is implemented as an online web portal available in all stakeholders' workplace environments. The IVSM provides a knowledge base for storing and retrieving measures and interventions for each quadrant that can be used on-the-job, when needed.

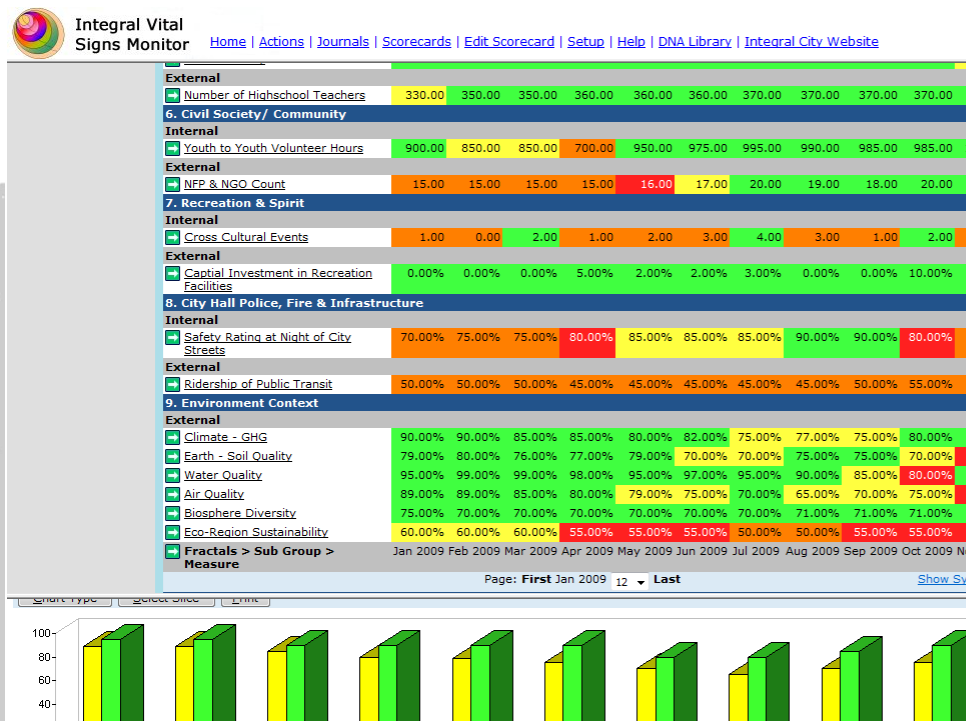
The Municipal Home Page (Figure 2) shows an overview of municipal indicators for:

- *Individual*
- *Family*
- *Workplace / Healthcare Systems / Education Systems*
- *Civil Society*
- *Recreation & Spiritual*
- *Municipality*
- *Environment*

Figure 2: Municipal Home Page



Progress of compliance and strategy execution for a business unit or team can be seen at a glance in a traffic light display (see Figure 3).

Figure 3: Municipal Traffic Light Display

A personal view shows any manager everything they are accountable for – personal and business transformation measures, outcomes and actions.

A journaling feature ensures that there is an audit trail for key compliance and strategy execution decisions.

Charts show progress of key measures, for example, overall risk, or traditional financial, customer or efficiency measures.

APPENDIX D: (METHOD 1) TELEPHONE SURVEY TOOL

1.0 INTRODUCTION

Good afternoon/evening, my name is _____ and I am calling on behalf of the *Welcoming and Inclusive Communities project, sponsored by SUCCESS*. We are conducting a short, 10-minute survey to learn how people view life in your local community. Do you have a few minutes to take this important survey today?

IF YES: CONTINUE TO SECTION 2

IF NO: THANK & END

IF WANT MORE INFO ABOUT SURVEY, SEE BELOW

1.01 WHO IS CONDUCTING THIS SURVEY?

This research project is being conducted in Abbotsford by Researcher Marilyn Hamilton PhD, CGA. She can be contacted at marilyn@integralcity.com or 604-855-8478. This project is sponsored by SUCCESS and the Province of BC, and is supported by community partners. You can confirm this with Deirdre Goudriaan, Project Manager for WICWP at Deirdre@bchealthycommunities.ca.

1.02 IS THIS SURVEY CONFIDENTIAL?

All data collected will be kept private and confidential. No individual will be identified by name. After this project is completed, all data and participant contact information will be kept strictly confidential by the researcher. The purpose of maintaining this information is to

allow for possible future research by the researcher. In addition to submitting a final report to SUCCESS, the researcher will also be sharing research findings with the community of Abbotsford and the Province of BC.

1.03 IS THIS SURVEY LEGITIMATE?

This survey is being conducted by Concerto Research, a professional research and polling firm located in Vancouver, BC. This survey has been registered with the Marketing Research and Intelligence Association, of which Concerto Research is a member. If you would like to verify this survey, please call xxx. They will ask for the project number, which is "xxx" and our company name, which is Concerto Research.

2.0 SURVEY SCREENER:

QA. Great! First, I need to speak with someone in your household who is 18 years of age or older. Would that include yourself?

- | | |
|--------|--|
| 1. Yes | CONTINUE |
| 2. No | ASK TO SPEAK TO SOMEONE 18 OR OLDER AND REINTRODUCE |

QB. Now please tell me whether you have lived at any address other than your current one in the past 12 months?

- | | |
|--------|-----------------------------|
| 1. Yes | CONTINUE |
| 2. No | SKIP TO NEXT SECTION |

QC. Was your previous address located in the City of Abbotsford or elsewhere?

- | | |
|------------------------------|--|
| 1. Within City of Abbotsford | CONTINUE |
| 2. Elsewhere | (RECORD CITY/TOWN THEN READ CLOSING TEXT) _____ |
- "Thank you but our survey today must be completed with people who have lived in the Abbotsford community over the past 12 months. Have a nice day/evening."* **END SURVEY HERE**

3.0 SURVEY QUESTIONS:

Q1. I will start by reading out several statements about **that could describe yourself or your community.** After I read each one, I would like you to rate how **TRUE** each statement is using a scale from 1 to 10 where 1 means "**Not True At All**" and 10 means "**Totally True**". You may also choose any number in between 1 and 10.

Please start by telling me how true this statement is:

[ROTATE ORDER AND READ STATEMENT 1, RECORD ANSWER THEN READ #2, ETC. IF THEY CANNOT ANSWER OR SAY "DK" RECORD AS 99]

**READ THE FOLLOWING ONLY AFTER READING THE FIRST STATEMENT,
THEN ONLY IF THE RESPONDENT IS UNSURE OF SCALE OR ASKS TO REPEAT:**

Again, 1 means “Not True At All” and 10 means “Totally True”

<input type="checkbox"/>	1.	I am happy, ready to learn and willing to change.
<input type="checkbox"/>	2.	I behave and live in a healthy way. I drink clean water, and eat a healthy diet. I have lots of energy, or play sports or do performing arts. I don't abuse alcohol or drugs.
<input type="checkbox"/>	3.	People care for each other and share beliefs and stories. We know our culture. People speak the same language. We share many of these experiences together – pray, dance, sew, paint, carve or sing.
<input type="checkbox"/>	4.	Most people have jobs. Our work places are healthy. We have working water and waste systems. We have useable roads, power and lights and phones. We have good food stores; good housing and furnishings. We have good healthcare, schools and recreation.

Q2. Now please give me one example of what makes life good for you in your community?

[RECORD VERBATIM/PROBE FOR CLARITY WHERE NECESSARY]

Q3. Now I will read you several statements and I would like you to choose the ONE that best completes this sentence:

“I believe the *most important* reason this community works well is because ...”

The statements you can choose from are:

ROTATE & READ 1-8. READ AT MEDIUM PACE AND BE CLEAR. REPEAT

OPTIONS IF ASKED TO BY RESPONDENT. SELECT ONE ONLY / NO TIES

- ☐ 1.B Most people have the basics of life.
- ☐ 2.P Families are important.
- ☐ 3.R Individuals can let off steam in healthy ways.
- ☐ 4.B Most people respect peace, order and rules.
- ☐ 5.O People and workplaces use tools that get results.
- ☐ 6.G People care for those in need.
- ☐ 7.Y People work wisely for the health of all.
- ☐ 8.T This community adds to the health of the world.

Q4. Now please give me one example of what makes your community work well?

[RECORD VERBATIM/PROBE FOR CLARITY WHERE NECESSARY]

Q5. I will read you several statements again and this time I would like you to choose the ONE that best completes this sentence:

“I believe the *most important* reason this community DOES NOT work well is because ...”

The statements you can choose from are:

READ IN SAME ORDER AS PRESENTED IN Q3. READ AT MEDIUM PACE AND BE CLEAR, STRESS THE NEGATIVE TERM (“DON’T”, “NOT”, “UNHEALTHY”, ETC). REPEAT OPTIONS IF ASKED TO BY RESPONDENT. SELECT ONE ONLY / NO TIES

- ☐ 1.B Many people don’t have the basics of life
- ☐ 2.P Families are not important. Families are violent.
- ☐ 3.R Individuals let off steam in unhealthy ways
- ☐ 4.B Many people don’t respect peace, order or rules
- ☐ 5.O People and workplaces don’t use the right tools, plans or goals.
- ☐ 6.G People don’t care for those in need.
- ☐ 7.Y People don’t, won’t or can’t work for the health of all.
- ☐ 8.T This community makes the world unhealthy.

Q6. Now please give me one example of what does not work well in your community?

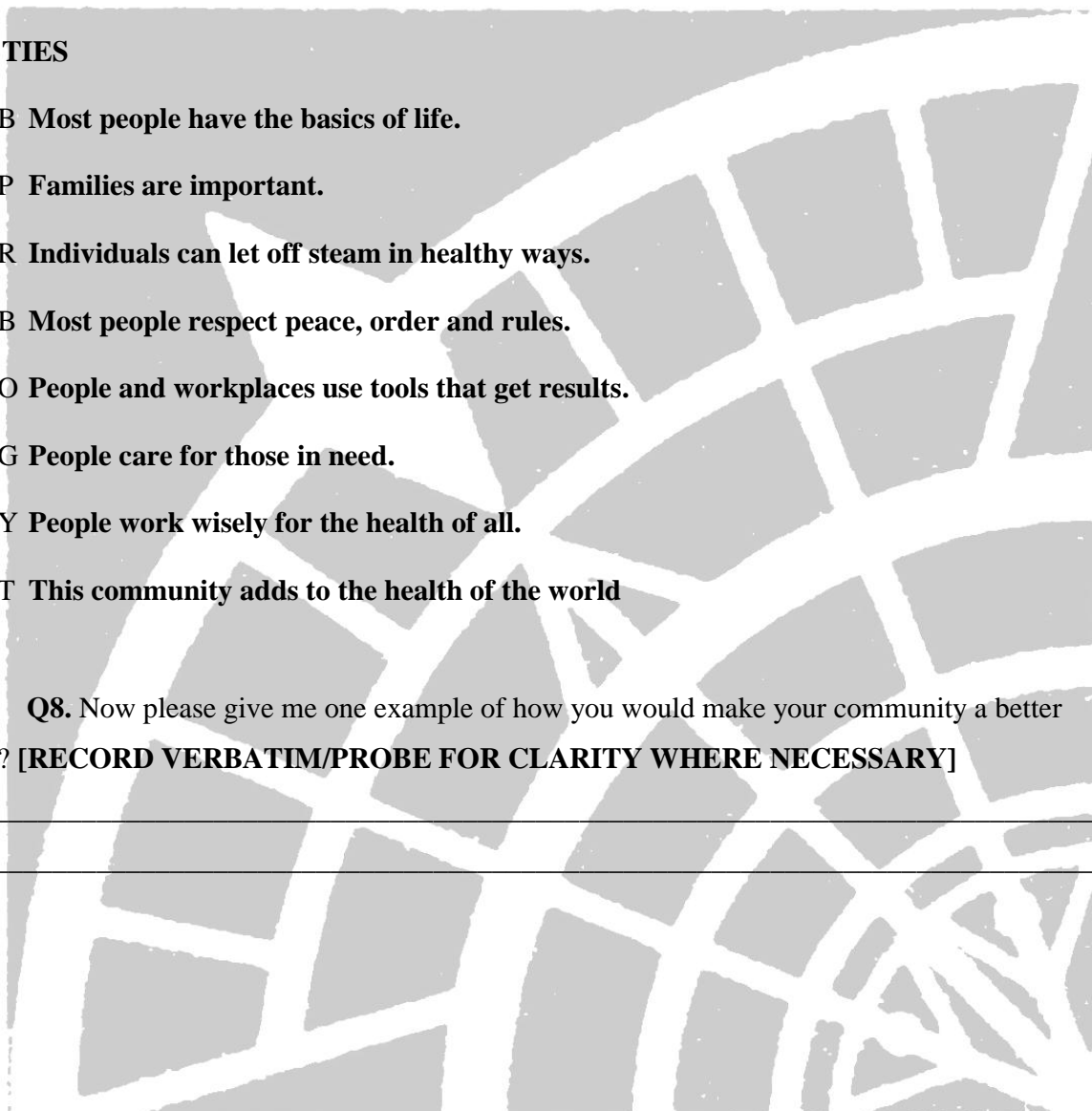
[RECORD VERBATIM/PROBE FOR CLARITY WHERE NECESSARY]

Q7. I will read you several statements again and this time I would like you to choose the ONE that best completes this sentence:

“I would make *this community* a better place by making sure that ...”

Again the statements you can choose from are:

**READ IN SAME ORDER AS PRESENTED IN Q3. READ AT MEDIUM PACE AND
BE CLEAR. REPEAT OPTIONS IF ASKED TO BY RESPONDENT. SELECT ONE ONLY
/ NO TIES**

- 
- ☐ 1.B Most people have the basics of life.
 - ☐ 2.P Families are important.
 - ☐ 3.R Individuals can let off steam in healthy ways.
 - ☐ 4.B Most people respect peace, order and rules.
 - ☐ 5.O People and workplaces use tools that get results.
 - ☐ 6.G People care for those in need.
 - ☐ 7.Y People work wisely for the health of all.
 - ☐ 8.T This community adds to the health of the world

Q8. Now please give me one example of how you would make your community a better place? **[RECORD VERBATIM/PROBE FOR CLARITY WHERE NECESSARY]**

Q9. Now I will read out several statements that can be used to describe different people.

After I have read all of them, please tell me which ONE best describes YOU:

ROTATE & READ 1-7. REPEAT OPTIONS IF NECESSARY. SELECT ONE ONLY, NO TIES

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | 1.R | Lively, risky, bold, daring, a rebel |
| <input type="checkbox"/> | 2.Y | Loner, look after myself, flexible with lots of interests |
| <input type="checkbox"/> | 3.B | Loyal, others depend on me, strong beliefs |
| <input type="checkbox"/> | 4.O | Go-getter, competitive, a “winner”, with high hopes |
| <input type="checkbox"/> | 5.G | Warm, open, friendly, sensitive, look out for others |
| <input type="checkbox"/> | 6.P | Honor elders, band ways and family traditions |
| <input type="checkbox"/> | 7.T | World thinker, global links, earth watcher |

Now I would like to please ask you a few questions about yourself to ensure we have a representative sample of your community.

Q10. First, please tell me in which year you were born? RECORD _____

(99=DECLINE)

Q11. What is the primary language spoken in your household? [**RECORD BELOW / ONE ONLY**]

1. English
2. English
3. Punjabi
4. Hindi
5. Mandarin
6. Cantonese
7. Korean
8. Japanese
9. Spanish
10. Other (please specify)

Q12. In what **country** were you born? [**DO NOT READ / RECORD BELOW OR WRITE IN “OTHER”**]

- | | |
|------------|---|
| 1. Canada | SKIP TO SURVEY CLOSE STATEMENT NOW |
| 2. Britain | |

3. Western Europe
4. Eastern Europe
5. Canada
6. India
7. Korea
8. China
9. Central/South America
10. Japan
11. Other (RECORD)

Q12b. How long have you lived in Canada?

1. Less than 5 years
2. 5 years to 10 years
3. 11 years to 20 years*
4. More than 20 years*
5. Do not recall / Refused*

IF >10 YEARS (*OPTIONS) SKIP TO SURVEY CLOSE STATEMENT NOW

ALL OTHERS CONTINUE BELOW

RESPONSES BELOW COUNT TOWARD “SURVEY 2” QUOTA (50)

DISCONTINUE SURVEY 2 WHEN QUOTA=50 IS MET

SURVEY 2

SEE SKIP LOGIC AND QUOTA SPECS ABOVE

Q13. Prior to your moving to Canada, what skills or accreditation did you possess?

RECORD VERBATIM / ASK TO ELABORATE ANY ACRONYMS

99. None / DK / REFUSED

Q14. Please tell me whether you **[ROTATE ENDS & READ 1-5]** with the following statements:

1. Strongly Disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly Agree

- | | | | | | | |
|---|---|---|---|---|---|-----|
| A. My skills and abilities are being used in Canada | 1 | 2 | 3 | 4 | 5 | D/K |
| B. My culture is open to intercultural communication | 1 | 2 | 3 | 4 | 5 | D/K |
| C. The cultures with which I interact in Abbotsford are open to intercultural communication | 1 | 2 | 3 | 4 | 5 | D/K |

Q15. And again please tell me whether you **[ROTATE ENDS & READ 1-5]** with the following statements:

1. Strongly Disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly Agree

- | | | | | | | |
|---|---|---|---|---|---|-----|
| a. Abbotsford supports me and my culture spiritually | 1 | 2 | 3 | 4 | 5 | D/K |
| b. The cultural and community information available to me in Abbotsford is useful | 1 | 2 | 3 | 4 | 5 | D/K |
| c. My physical health has improved since I came to Abbotsford | 1 | 2 | 3 | 4 | 5 | D/K |
| d. My mental health has improved since I came to Abbotsford | 1 | 2 | 3 | 4 | 5 | D/K |
| e. I feel motivated to participate in community intercultural activities | 1 | 2 | 3 | 4 | 5 | D/K |
| f. My income has improved since coming to Abbotsford | 1 | 2 | 3 | 4 | 5 | D/K |
| g. My culture is valued in Abbotsford | 1 | 2 | 3 | 4 | 5 | D/K |
| h. Abbotsford is a racially and culturally welcoming community | 1 | 2 | 3 | 4 | 5 | D/K |

Q16. What are the major strengths of Abbotsford as an inter-culturally welcoming community?
RECORD VERBATIM. PROBE: "Anything else?" UNTIL NO MORE

Q17. What are the major weaknesses of Abbotsford as an inter-culturally welcoming community?

RECORD VERBATIM. PROBE: "Anything else?" UNTIL NO MORE

*****ALL RESPONDENTS CONTINUE HERE*****

READ SURVEY CLOSE STATEMENT:

"That completes our survey today. Thank you very much for your time and insight into your community."

RECORD: GENDER 1. Male 2. Female

RECORD: POSTAL CODE _____

RECORD: NAME _____

RECORD: TELEPHONE _____

SURVEY CLOSE

APPENDIX E: TELEPHONE SURVEY PARTICIPANT WEIGHTINGS

Age	Population (2006 Census)		Unweighted Sample		Weighted Sample	
	Counts	Percent	Counts	Percent	Counts	Percent
18 to 24	12,588	13.5%	6	2.4%	33.0	13.5%
25 to 34	16,130	17.2%	35	14.3%	42.3	17.2%
35 to 44	17,925	19.2%	46	18.8%	47.0	19.2%
45 to 54	16,695	17.9%	46	18.8%	43.7	17.9%
55 to 64	12,860	13.8%	42	17.1%	33.7	13.8%
65 to 74	8,480	9.1%	30	12.2%	22.2	9.1%
75 to 84	6,445	6.9%	30	12.2%	16.9	6.9%
85 or more	2,390	2.6%	10	4.1%	6.3	2.6%
Valid sample (n)	93,513	100.0%	245	100.0%	245.0	100.0%

Gender	Population (2006 Census)		Unweighted Sample	
	Counts	Percent	Counts	Percent
Male	45,389	48.5%	115	46.0%
Female	48,124	51.5%	135	54.0%
Valid sample (n)	93,513	100.0%	250	100.0%

Gender was also analysed and found not to deviate significantly from the population norms, therefore no further weightings were applied.

Primary Language Spoken in Home	Unweighted Sample	
	Counts	Percent
English	208	83.2%
Punjabi	25	10.0%
French	2	0.8%
Mandarin	2	0.8%
Korean	2	0.8%
Japanese	1	0.4%
Spanish	1	0.4%
Other	9	3.6%
Valid sample (n)	250	100.0%

Country of Origin	Unweighted Sample	
	Counts	Percent
Canada	181	72.4%
India	28	11.2%
Britain	5	2.0%
Korea	2	0.8%
Central/South America	2	0.8%
Japan	2	0.8%
Eastern Europe	1	0.4%
Other	29	11.6%
Valid sample (n)	250	100.0%

Length of Residence in Canada	Unweighted Sample	
	Counts	Percent
Less than 5 years	4	5.8%
5 years to 10 years	8	11.6%
11 years to 20 years	20	29.0%
More than 20 years	37	53.6%
Valid sample (n)	69	100.0%

FSA	Unweighted Sample	
	Counts	Counts
V2T	108	43.2%
V2S	92	36.8%
V3G	45	18.0%
V4X	5	2.0%
Valid sample (n)	250	100.0%

APPENDIX F: (METHOD 2 IN PERSON SURVEY) INTERNS SURVEY FOR TRANSLATION

Community Name: Abbotsford Postal Code: _____ Date: _____ ,

2010

1. Enjoying a good life in any community comes from many sources. What makes life good for you in your community? **Rate how true each statement below is on a scale of 1-10 (1 is not true at all; 10 is totally true).**

- ☐ 1. I am happy, ready to learn and willing to change.
- ☐ 2. I behave and live in a healthy way. I drink clean water, and eat a healthy diet. I have lots of energy, or play sports or do performing arts. I don't abuse alcohol or drugs.
- ☐ 3. People care for each other and share beliefs and stories. We know our culture. People speak the same language. We share many of these experiences together – pray, dance, sew, paint, carve or sing.
- ☐ 4. Most people have jobs. Our work places are healthy. We have working water and waste systems. We have useable roads, power and lights and phones. We have good food stores; good housing and furnishings. We have good healthcare, schools and recreation.

Tell us an example of what makes life good for you in your community.

2. Communities work well for different reasons. Select the statement that best completes this sentence: **I believe the most important reason this community works well is because:**

- ☐ 1.B Most people have the basics of life; eg. food, shelter, clothing.
- ☐ 2.P Families are important. People honour the elders. People support family traditions.

- ☐ 3.R Individuals can let off steam in sports, dance, arts and other healthy ways.

☐ 4.B Most people respect peace, order and rules at home and play. Many work for the greater good of the community.

☐ 5.O People and workplaces use tools, plans and goals to get results that work.

☐ 6.G People care for those in need; accept others who are different; and work as partners.

☐ 7.Y People use wisdom, work and flex and flow for the health of all.

☐ 8.T This community is so balanced and healthy that it adds to the health of the world.

Tell us an example of what makes your community work well.

3. Communities do not work well for different reasons. Select the statement that best completes this sentence: **I believe the most important reason this community does not work well is because:**

☐ 1.B Many people don't have the basics of life; eg. food, shelter, clothing.

☐ 2.P Families are not important. Families are violent. People don't honour the elders. People don't support family traditions.

☐ 3.R Individuals let off steam in unhealthy ways like alcohol, drugs, sex.

☐ 4.B Many people don't respect peace, order or rules at home, play or work. Some are criminal. Few people work for the greater good of the community.

☐ 5.O People and workplaces don't use the right tools, plans or goals. Often things fail and just don't work.

☐ 6.G People don't care for those in need. People who are different can't belong. You don't have partners who help you out.

☐ 7.Y People are not wise. People don't, won't or can't work for the health of all.

- ☐ 8.T This community makes the world unhealthy.

Tell us an example of what does not work well in your community.

4. If you ruled your community for a day, and could do anything you wanted to make your community a better place, what would you do? Select the statement that best completes this sentence: **I would make this community a better place, by making sure that:**

- ☐ 1.B Most people have the basics of life; eg. food, shelter, clothing.
- ☐ 2.P Families are important. People honour the elders. People support family traditions.
- ☐ 3.R Individuals can let off steam in sports, dance, arts and other healthy ways.
- ☐ 4.B Most people respect peace, order and rules at home, play and work. People work for the greater good of the community.
- ☐ 5.O People and workplaces use tools, plans and goals to get results that work.
- ☐ 6.G People care for those in need; accept others who are different; and work as partners.
- ☐ 7.Y People use wisdom, work and flex and flow for the health of all.
- ☐ 8.T The community is so balanced and healthy that it adds to the health of the world.

Tell us an example of how you would make your community a better place.

5. **Please rank the three statements that best describe you (1=best description; 2 = 2nd best description; 3=3rd best description):**

- ☐ 1.R Lively, risky, bold, daring, a rebel
- ☐ 2.Y Loner, look after myself, flexible with lots of interests
- ☐ 3.B Loyal, others depend on me, strong beliefs
- ☐ 4.O Go-getter, competitive, a “winner”, with high hopes

- ☐ 5.G Warm, open, friendly, sensitive, look out for others
- ☐ 6.P Honor elders, band ways and family traditions
- ☐ 7.T World thinker, global links, earth watcher

6.

Tell us about you (anonymous information)

Age: Birth date _____

Or Circle

1. 13 - 18
2. 19 - 28
3. 29 - 34
4. 35 - 55
5. 55 or better
6. decline

7. Gender: Circle

1. Male
2. Female
3. decline

. First Language: _____

THANK YOU FOR YOUR TIME AND IDEAS.

(874 – 142 = 732)

APPENDIX G: (METHOD 2 IN PERSON SURVEY) INTERNS SURVEYFOR DATA

COLLECTION & DATA ENTRY

Community Name: Abbotsford Postal Code: _____ Date: _____ ,

2010

1. Enjoying a good life in any community comes from many sources. What makes life good for you in your community? **Rate how true each statement below is on a scale of 1-10 (1 is not true at all; 10 is totally true).**

- ☐ 1. I am happy, ready to learn and willing to change.
- ☐ 2. I behave and live in a healthy way. I drink clean water, and eat a healthy diet. I have lots of energy, or play sports or do performing arts. I don't abuse alcohol or drugs.
- ☐ 3. People care for each other and share beliefs and stories. We know our culture. People speak the same language. We share many of these experiences together – pray, dance, sew, paint, carve or sing.
- ☐ 4. Most people have jobs. Our work places are healthy. We have working water and waste systems. We have useable roads, power and lights and phones. We have good food stores; good housing and furnishings. We have good healthcare, schools and recreation.

Tell us an example of what makes life good for you in your community.

2. Communities work well for different reasons. Select the statement that best completes this sentence: **I believe the most important reason this community works well is because:**

- ☐ 1.Y People use wisdom, work and flex and flow for the health of all.
- ☐ 2.P Families are important. People honour the elders. People support family traditions.

- ☐ 3.B Most people respect peace, order and rules at home and play. Many work for the greater good of the community.
- ☐ 4.B Most people have the basics of life; eg. food, shelter, clothing.
- ☐ 5.O People and workplaces use tools, plans and goals to get results that work.
- ☐ 6.R Individuals can let off steam in sports, dance, arts and other healthy ways.
- ☐ 7.T This community is so balanced and healthy that it adds to the health of the world.
- ☐ 8.G People care for those in need; accept others who are different; and work as partners.

Tell us an example of what makes your community work well.

3. Communities do not work well for different reasons. Select the statement that best completes this sentence: **I believe the most important reason this community does not work well is because:**

- ☐ 1.R Individuals let off steam in unhealthy ways like alcohol, drugs, sex.
- ☐ 2.Y People are not wise. People don't, won't or can't work for the health of all.
- ☐ 3.B Many people don't have the basics of life; eg. food, shelter, clothing.
- ☐ 4.P Families are not important. Families are violent. People don't honour the elders. People don't support family traditions.
- ☐ 5.O People and workplaces don't use the right tools, plans or goals. Often things fail and just don't work.
- ☐ 6.B Many people don't respect peace, order or rules at home, play or work. Some are criminal. Few people work for the greater good of the community.
- ☐ 7.G People don't care for those in need. People who are different can't belong. You don't have partners who help you out.
- ☐ 8.T This community makes the world unhealthy.

Tell us an example of what does not work well in your community.

-
4. If you ruled your community for a day, and could do anything you wanted to make your community a better place, what would you do? Select the statement that best completes this sentence: **I would make this community a better place, by making sure that:**

- ☐ 1.O People and workplaces use tools, plans and goals to get results that work.
- ☐ 2.R Individuals can let off steam in sports, dance, arts and other healthy ways.
- ☐ 3.B Most people respect peace, order and rules at home, play and work. People work for the greater good of the community.
- ☐ 4.T The community is so balanced and healthy that it adds to the health of the world.
- ☐ 5.G People care for those in need; accept others who are different; and work as partners.
- ☐ 6.B Most people have the basics of life; eg. food, shelter, clothing.
- ☐ 7.Y People use wisdom, work and flex and flow for the health of all.
- ☐ 8.P Families are important. People honour the elders. People support family traditions.

Tell us an example of how you would make your community a better place.

5. Please rank all statements in the order that best describe you (1=best description; 2 = 2nd best description; 3=3rd best description, etc.):

- ☐ 1.R Lively, risky, bold, daring, a rebel
- ☐ 2.T World thinker, global links, earth watcher
- ☐ 3.G Warm, open, friendly, sensitive, look out for others
- ☐ 4.B Loyal, others depend on me, strong beliefs
- ☐ 5.P Honor elders, band ways and family traditions
- ☐ 6.O Go-getter, competitive, a “winner”, with high hopes
- ☐ 7.Y Loner, look after myself, flexible with lots of interests

6. Tell us about you (anonymous information)

Age: Birth date/year _____

Or Circle

1. 13 - 18

2. 19 - 28

3. 29 - 34

4. 35 - 55

5. 55 or better

6. decline

7. Gender: Circle

1. Male

2. Female

3. decline

8. First Language: _____

**“That completes our survey today. Thank you very much for your time and insight into
your community.”**

RECORD: POSTAL CODE _____

RECORD: NAME _____

RECORD: TELEPHONE _____

SURVEY CLOSE

APPENDIX H: (METHOD 3 IN DEPTH INTERVIEW) THOUGHT LEADERS

Community-CitySCAN

Your Name: _____

Community Name: _____ Date: _____, 201____

City Name: Abbotsford Province/State: BC Country: Canada**A. Individual – This section asks you to tell us about you as an individual:****1. Tell us about you – please circle response (anonymous information)****a. Age: Indicate**

1. 13--18
2. 19 -- 28
3. 29 – 34
4. 35 -- 55
5. 55 – 75
6. 76 or better
7. Decline

b. Gender: Indicate

1. Male
2. Female

c. Current Marital Status:

1. Single
2. Married
3. Divorced
4. Widowed
5. Decline

e. Number of People in your household:

1. 1
2. 2
3. 3-5
4. 6-10
5. >10

e. **Postal Code:**

In order to understand the distances people have to travel to obtain services we ask you to tell us any postal codes that you know related to the location of:

1. Your personal accommodation (house, apartment, condo, room, etc.)
2. Workplace
3. Location where you obtain most health services (doctor, clinic, etc.)
4. Location where you obtain any education support (school, university)
5. Community services eg. social and cultural services; food bank
6. City hall/infrastructure support services; eg. road, police, fire, water, sewer
7. Community neighbourhood services; eg. arts, heritage, recreation, church, facilities
8. Other

Postal Code																				

f. **Languages:** Indicate First Language and Other Languages Spoken in Order of Fluency

Language	
English	
Chinese (Mandarin)	
Chinese (Cantonese)	
Spanish	
Portuguese	
French	

German	
Arabic	
Russian	
Japanese	
Korean	
Hindi	
Punjabi	
Other (specify)	

2. Circle the number beside the statement that best describes you (you may choose up to 3 – indicate your order of priority by placing this number beside your choice 1=highest, 2=next, 3=lowest)

1. Spunky, risky, bold, daring, often rebellious
2. Self-reliant, autonomous, flexible with multiple interests
3. Loyal, dependable, ordered with firm convictions and beliefs
4. Ambitious, competitive, a “winner” with strong aspirations
5. Warm, open, inclusive with focus on feeling and community
6. Honor elders, sacred places, “tribal” with family/group/clan rituals
7. Global thinker, synergizer, in sync with the world system

3. PERSONAL PRIORITIES: Circle the number beside the statement that best describes

WHAT MATTERS MOST TO ME TODAY IS ...

1. Surviving day to day with the necessities of life: food, clothing, shelter
2. Being Safe by staying close to friends and family
3. Being Strong by taking charge and calling the shots
4. Being Dependable by doing what's right and responsible
5. Being Successful by setting goals and getting ahead
6. Being Sensitive by experiencing feelings and promoting harmony
7. Being Authentic by integrating natural functions and flows
8. Being Synergistically and synchronistically connected to the whole planet
9. Other: _____

4. PERSONAL PRIORITIES: Circle the number beside the statement that best describes

WHEN UNDER STRESS OR THREAT I TEND TO...

1. Become defiant and go on the attack
2. Maneuver strategically to land on top
3. Return to my roots and hunker down
4. Pray that our faith will see us through
5. Join with others to share and care
6. Do what I can to flow with turbulence
7. Survive day to day with the bare necessities of life: food, clothing, shelter
8. Fight for the good of all life on the planet
9. Other: _____

5. PERSONAL PRIORITIES: Circle the number beside the statement that best describes

WHAT I DREAM OF MOST OF ACHIEVING WITH MY LIFE IS ...

1. Staying alive each day with the necessities of life: food, clothing, shelter
2. Enjoying the company and closeness of friends and family
3. Taking charge, being first, calling the shots and ignoring the consequences
4. Doing what's right and responsible; being dependable; having high standards
5. Achieving success by setting goals and getting ahead
6. Promoting harmony by being aware of my own and others' sensitivities and recognizing equal rights.
7. Integrating natural functions and going with the flow of life
8. Serving the emergence and evolution of more intelligent life on planet earth.
9. Other: _____

B. Family – This section asks you to think about your family/household.

1. FAMILY PRIORITIES: Circle the number beside the statement that best describes WHAT MATTERS MOST TO YOUR FAMILY/HOUSEHOLD:

1. Survive day to day with the necessities of life: food, clothing, shelter
2. Being Safe by staying close to friends and family
3. Being Strong by taking charge and calling the shots
4. Being Dependable by doing what's right and responsible
5. Being Successful by setting goals and getting ahead
6. Being Sensitive by experiencing feelings and promoting harmony
7. Being Authentic by integrating natural functions and flows
8. Being Synergistically and synchronistically connected to the whole planet
9. Other: _____

2. FAMILY PRIORITIES: Circle the number beside the statement that best describes WHEN UNDER STRESS OR THREAT MY FAMILY IS MOST LIKELY TO:

1. Become defiant and go on the attack
2. Maneuver strategically to land on top
3. Return to their roots and hunker down
4. Pray that their faith will see them through
5. Join with others to share and care
6. Do what they can to flow with turbulence
7. Survive day to day with the necessities of life: food, clothing, shelter
8. Fight for the good of all life on the planet
9. Other: _____

C. Workplace -- This section asks you to think about your workplace

Circle the number beside the statement that best describes your workplace in relation to where you live.

0. Y- My workplace is in this community and/or <15 km drive.
2. Y- My workplace is NOT in this community and/or >15 km drive.
3. Other: Describe: _____

1. WORKPLACE PRIORITIES: Circle the number beside the statement that best describes : I LIKE TO WORK FOR AN ORGANIZATION THAT...

1. Treats everybody by the same rules and is stable and dependable
2. Gives me the respect I deserve and stays off my back
3. Does what is natural while being open and flexible
4. Preserves traditions, customs, festivals while protecting our groups
5. Tends to the inner and outer health so we can be fully human
6. Thinks strategically and is competitive so we can be successful
7. Designs the workplace with ecological integrity and global awareness

2. WORKPLACE PRIORITIES: Circle the number beside the statement that best describes : I CAN BEST BE MANAGED WHEN I HAVE...

1. The power and status to influence my own destiny
2. A boss who is tough but lets me be tough, too
3. A management system that is fair and rewards diligence
4. An atmosphere that is sensitive to needs and feelings of all
5. Access to information and freedom to do the Job in my own way
6. Global connections that let me contribute to a synergistic global order
7. A "caring parent" supervisor who takes care of us



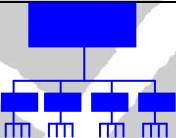
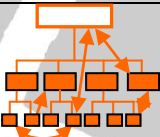
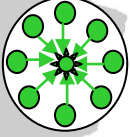


3. PREFERRED WORK STRUCTURES AND FLOWS

Different people live and work best in different types of workplace designs. Look at the following six designs and respond in two ways (i) Put an X beside the one that best describes your present overall workplace arrangement, and (2) Put an X beside one that best describes the

way you would like your workplace to be. You may add comments to explain your choice and/or indicate second or third choices that might also apply.

1. Present Arrangement (check one)

2. Desired Arrangement (check one)

	Design	1.Present Arrangement	2.Desired Arrangement
Safety Driven			
Power Driven			
Order Driven			
Success Driven			
People Driven			
Process Oriented			
Synergistically Evolved			

D. Community/Neighbourhood – This section asks you to think about your community or neighbourhood

1. Indicate what makes life good in your community or neighbourhood? Rate how true each statement below is on a scale of 1-10 (1 is not true at all; 10 is totally true).

- ☐ 1. People are happy, ready to learn and willing to change.
- ☐ 2. People behave and live in a healthy way. People drink clean water, and eat a healthy diet. People have lots of energy, or play sports or do performing arts. People don't abuse alcohol or drugs.
- ☐ 3. People care for each other and share beliefs and stories. We know our culture. People speak the same language. We share many of these experiences together – pray, dance, sew, paint, carve or sing.
- ☐ 4. Most people have jobs. Our work places are healthy. We have working water and waste systems. We have useable roads, power and lights and phones. We have good food stores; good housing and furnishings. We have good healthcare, schools and recreation.

Please Give Some Specific Example(s):

- 1. _____
- 2. _____
- 3. _____
- 4. _____

2. DIFFERENT STRENGTHS, CAPACITIES, VALUES AND/OR ASSETS SHOW UP IN DIFFERENT WAYS IN DIFFERENT ASPECTS OF OUR LIVES. IN MY CASE I WOULD RANK THE BEST DESCRIPTION OF THE STRENGTHS AND CAPACITIES IN THE HEALTH SUPPORT SYSTEM IN ABBOTSFORD THIS WAY:

In Column 3, put “1” beside the one description that best describes the strengths in Abbotsford’s Health Support System. You may add comments to explain your choice and/or indicate second (with a “2”) or third (with a “3”) choices that might also apply.

Strengths, Capacities, Values and/or Assets ...									
1. provide the basic necessities of life; eg. food, shelter, clothing									
2. offer safety and security and harmonizes the values of kinship and familial traditions that bond people together most tightly.									
3. contribute to the pure unrestrained healthy expression of energy for and enjoyment in life									
4. honour commitment and order to life and work, a sense of direction for a greater good, stability, and even recognition of duty to creating and sustaining it.									
5. strive towards achieving great things together with strategic and goal oriented plans.									
6. share those elements that are about care and sensitivity to others, with an egalitarian perspective that celebrates diversity									
7. mesh flexibility, spontaneity, knowledge and systems thinking as a spur to integrating community development									
8. contribute to community wholeness and global connections									
9. Other (describe)									

Please Give a Specific Example(s) of Strengths, Capacities, Values and/or Assets

Related to:

3. Health support systems

3. DIFFERENT BLOCKS, BARRIERS OR NEGATIVE FORCES PREVENT FULL DEVELOPMENT OF DIFFERENT ASPECTS OF OUR LIVES. IN MY CASE I WOULD RANK THE BLOCKS, BARRIERS OR NEGATIVE FORCES ACTING AGAINST THE HEALTH SUPPORT SYSTEM IN ABBOTSFORD THIS WAY:

In Column 3, put “1” beside the one description that best describes the blocks in Abbotsford’s Health Support System. You may add comments to explain your choice and/or indicate second (with a “2”) or third (with a “3”) choices that might also apply.

Blocks, barriers or negative forces ...									
1.prevent obtaining the basic necessities of life; eg. food, shelter clothing									
2. make life unsafe and insecure and/or break the ties of kinship and familial traditions that bond people together.									
3.inhibit the healthy expression of lively energy and cause unhealthy behaviours.									
4.dishonour the commitment to the order of life and work; misdirect intentions for a greater good; destabilize; and fail to recognize the value of shared order (rules and regulations).									
5.distract from planning and goal setting.									
6.threaten and/or stop the delivery of care-giving and sensitivity to others, and fail to recognize and/or celebrate diversity.									
7.challenge efforts to think or act in a way that integrates people, priorities, processes.									
8.disconnect sub-systems and services from whole systems and/or global concerns.									
9.Other (describe)									

Please Give a Specific Example(s) of Blocks, barriers or negative forces related to:

3. Health support systems

In Column 3, put “1” beside the one description that best describes the improvement you would make in Abbotsford’s Health Support System. You may add comments to explain your choice and/or indicate second (with a “2”) or third (with a “3”) choices that might also apply.

Please Give a Specific Example(s) of How I would improve community related to:

E. City Culture -- This section asks you to think about the culture of your city.

Indicate your impressions of your city based on these critical descriptions. Circle only one rating between the two end points of each description. Please note that values are listed in mixed ascending and descending order (from 1 to 9). In general the value physically closer to your choice indicates the strength of your agreement with that description; eg. In Item 1, “9” indicates highest agreement with “People are respectful, polite”. In Item 2, “1” indicates highest agreement with “Daily life is unstable and unpredictable”. If you don’t know, write **DK** beside the description on the right.

1.	<input type="checkbox"/> People are respectful, polite													People are dis-respectful, impolite
2.	<input type="checkbox"/> Daily life is stable and predictable													Daily life is unstable and unpredictable
3.	<input type="checkbox"/> People are cut off; participation is discouraged													People engage & participate widely in community
4.	<input type="checkbox"/> Work and commercial life is turbulent													Work and commercial life is a creative flow
5.	<input type="checkbox"/> Our natural environment supports us													Our natural environment is depleted
6.	<input type="checkbox"/> Elders fear young people													Elders trust young people
7.	<input type="checkbox"/> High energy													Low energy
8.	<input type="checkbox"/> The greater good is important													Individual rights are important
9.	<input type="checkbox"/> Growing global connections grows wealth													Local issues are the main focus
10.	<input type="checkbox"/> Knowledge/learning is hoarded by/for a few													Knowledge and learning are available by/for all
11.	<input type="checkbox"/> Population is exploding													Population is stable or declining
12.	<input type="checkbox"/> Resilient in the face of change													Resistant in the face of change

13.

<input type="checkbox"/>	Emigration (out) is high									Immigration (in) is high
--------------------------	--------------------------	--	--	--	--	--	--	--	--	--------------------------

14.

<input type="checkbox"/>	Movement is restricted									Mobility is easy
--------------------------	------------------------	--	--	--	--	--	--	--	--	------------------

2. Governance

Laws, rules, and regulations work best in this city when they are designed as ...

1. (o) Necessary, but we only make progress when we can bend them a bit.
2. (bl) Absolutely essential in order to maintain stability, discipline and order.
3. (r) Generally created to protect selfish interests and punish the rest of us.
4. (y) Functional guidelines that should encourage personal responsibility.
5. (p) Protective of those in trouble and tell the rest of us what's expected of us.
6. (t) Frameworks for serving both local life conditions and respecting global life conditions.
7. (g) Helpful if they benefit all people and are enforced in a humane manner.

F. Change -- This section asks you to think about how you experience change.

1. DIFFERENT PEOPLE GO THROUGH DIFFERENT STAGES OF CHANGE. IN DIFFERENT WAYS IN DIFFERENT ASPECTS OF THEIR LIVES. IN MY CASE I WOULD DESCRIBE CHANGE RELATED TO MY EXPERIENCE OF THE HEALTH SUPPORT SYSTEM IN ABBOTSFORD THIS WAY:

In Column 3, put "1" beside the one description that best describes CHANGE in Abbotsford's Health Support System. You may indicate second (with a "2") or third (with a "3") choices that might also apply.

Change States									
1. Everything's OK with me									
2. I'm feeling edgy but don't know why									
3. I feel trapped and helpless									
4. I'm excited and hopeful of good times ahead									
5. I've found fresh ways to deal with my new challenges									
6. All hell is breaking loose									
7. I fear trouble is brewing									
8. A huge burden has lifted off me									
9. I'm still on a clear, steady course									
10. I've been through a lot but like where I am now									

2. IN THINKING ABOUT MY PERSONAL PRIORITIES: I PREFER CHANGE TO BE ...

1. only in the direction of improving what we already know and have.
2. a slow, gradual, and cautious process that preserves our standards.
3. a sudden shift in our priorities and programs into a new dimension.
4. a quantum-leap where we replace the old wineskins with the new ones, since the world is changing rapidly.

**3. IN THINKING ABOUT MY PERSONAL PRIORITIES: PERSONALLY, I THRIVE ON
CHANGE THAT COULD BE DESCRIBED AS...**

1. chaotic surprises, sudden turns and bumpy roads.
2. order, consistency, and continuity.
3. living on a predictable and stable track.
4. moving in swirling currents and through jagged edges.

THANK YOU FOR COMPLETING THE SURVEY. PLEASE SUBMIT IT (RETURN IT TO YOUR RESEARCHER).

APPENDIX I: QUESTIONS FOR BRAINSTORM INTEGRAL VITAL SIGNS MONITOR

1. What indicators can you suggest that are already being collected for the following human systems:

Individual Human Health (Internal/External)

Families (Internal/External)

Workplaces (Internal/External)

Education System (Internal/External)

Healthcare System (Internal/External)

Civil Society (Internal/External)

Recreation/Faith (Internal/External)

City Hall/Infrastructure (Internal/External)

Environment

2. Identify the potential source and/or owner of the data
3. Describe the data metric

APPENDIX J: WAIVER FOR KNOWLEDGE DEVELOPMENT & EXCHANGE FOR MINORS

SUCCESS LIABILITY, PHOTOGRAPH & IMAGE RELEASE FORM

I declare that I allow my son/daughter ☐ other _____ whose name is (First name/Family name):

_____ Birth date (d/m/y): _____

to participate in the **Knowledge Development & Exchange Project** with the organization SUCCESS. I understand that each youth has different capacities for participating in such activities and services (on and off site). I assume full **responsibility** for the choices my daughter/son/other makes before, during and after participation in any activity relative to the risk undertaken, information or instruction available. I have spoken with my son/daughter/other and am satisfied that she/he agrees to abide by all the safety instructions given by the organizers.

I agree to release SUCCESS, its elected and appointed officers, employees, practicum students and volunteers, from all **liability** for injury, death, property damage or loss sustained by my daughter/son/other as a result of her/his participation in the **Knowledge Development & Exchange Project**.

I give permission to SUCCESS to take photographs of my daughter/son/other during her/his participation in the **Knowledge Development & Exchange Project**. I understand that these **photographs and images** of my daughter/son/other may be displayed on the Knowledge Development & Exchange and SUCCESS website, newsletter and/or as part of a project report or other publication.

I declare that I have read, understood and agree to the contents of this Release of Liability, Pictures and Images in its entirety.

Print Name: _____ Signature: _____ Date: _____

Participant

Print Name: _____ Signature: _____ Date: _____

Parent/Legal Guardian/Other

APPENDIX K : (METHOD 2 INTERN SURVEY) Informed Consent Form for
Interview/Survey Participants

My name is _____ and I am Intern with the Welcoming and Inclusive Communities and Work Places, Knowledge Development and Exchange Project. This research project is being conducted in Abbotsford in 2010. You can confirm this with Deirdre Goudriaan, Project Manager for WICWP at Deirdre@bchealthycommunities.ca.

This document constitutes an agreement to participate in this research project, the objective of which is to identify people's values. This project is sponsored by SUCCESS and the Province of BC, and is supported by collaborative community partners.

This phase of the research consists of an interview/survey in which you are being asked to voluntarily participate. The purpose of this interview/survey is to obtain information about what people value most. The interview/survey will take place either in person or over the telephone, and will take 10 minutes. Information will be recorded in writing on the interview/survey form and later transcribed into electronic form.

All data collected will be maintained in password protected electronic files. Any hardcopies will be kept in locked cabinets. To protect participant anonymity, any identifying information, will be removed from all raw documentation collected and code numbers will be used to identify the results obtained from individual subjects. Data collected will be analyzed and themed at an aggregate level. Aggregated data may be shared with other participants during the course of the project. Only aggregated data and overall themes will be included in the body of the final report. At no time will any specific comments be attributed to any individual participant unless specific agreement has been obtained in writing beforehand. Participant anonymity within the final report will be provided.

Subsequent to this project, all anonymous raw data and participant contact information collected will be maintained by the researcher in separate password protected electronic files. This information will be kept strictly confidential by the researcher. The purpose of maintaining this information is to allow for future cycles of research by the researcher.

In addition to submitting my final report to SUCCESS, the researcher will also be sharing research findings with SUCCESS and the community of Abbotsford and the Province of BC.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice, but note that information collected up to the point of withdrawal will be analyzed for the purposes of the final report. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

If you have any questions regarding this research, feel free to contact me directly. By signing this letter, you give free and informed consent to participate in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

APPENDIX L: (METHOD 3 INTERVIEW OR LONG SURVEY) INFORMED CONSENT FORM

My name is Marilyn Hamilton PhD, CGA and I am with the Welcoming and Inclusive Communities and Work Places (WICWP), Knowledge Development and Exchange Project. This research project is being conducted in Abbotsford in 2010 by me as Lead Researcher. I can be contacted at marilyn@integralcity.com or 604-855-8478. This project is sponsored by SUCCESS and the Province of BC, and is supported by community partners. You can confirm this with Deirdre Goudriaan, Project Manager for WICWP at Deirdre@bchealthycommunities.ca.

The purpose of the research is to learn about people's values and how they contribute to creating welcoming and inclusive community and work places. **You have been selected purposely because of your role as a Health Care Provider in the community. You are asked to wear the hat of Health Care Provider as you respond to this survey.**

I am asking you to participate in an interview/survey. The purpose of this interview/survey is to obtain information about what people value most about our community. The interview/survey will take about 20 minutes. Information will be recorded by you in writing on the interview/survey form and later transcribed into electronic form.

All data collected will be kept private and confidential. No individual will be identified by name.

After this project is completed, all data and participant contact information will be kept strictly confidential by the researcher. The purpose of maintaining this information is to allow for possible future research by the researcher.

In addition to submitting a final report to SUCCESS, the researcher will also be sharing research findings with the community of Abbotsford and the Province of BC.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without any consequences to you. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

If you have any questions regarding this research, feel free to contact the researcher directly. By signing this form, you give free and informed consent to participate in this project. I will return to your office to retrieve the completed survey placed in the envelope provided. Thank you.

Name: (Please Print): _____

Home Address: _____

Email Address: _____

Signed: _____

Date: _____

APPENDIX M: MEMORANDUM OF UNDERSTANDING FOR RESEARCH INTERNS

Dear [Research Intern Name]:

Marilyn Hamilton (the Researcher) will be conducting an action research study for the Welcoming and Inclusive Communities and Work Places Project WICWP. The Researcher's credentials can be established by calling Deirdre Goudriaan, Project Manager for WICWP at Deirdre@bchealthycommunities.ca.

As a research intern assisting the Researcher with this project, your role may include one or more of the following: providing advice on the relevance and wording of questions, letters of invitation, supporting the logistics of the data-gathering methods, including, observing or facilitating an interview, taking notes, transcribing, or analyzing data, to assist the Researcher. In the course of this activity, you may be privy to confidential research data.

In compliance with the WICWP Research Ethics Policy, under which this research project is being conducted, all personal identifiers and any other confidential information generated or accessed by the research team will only be used in the performance of the functions of this project, and must not be disclosed to anyone other than persons authorized to receive it, both during the research period and beyond it. Recorded information in all formats is covered by this agreement. Personal identifiers include participant names, contact information, personally identifying turns of phrase or comments, and any other personally identifying information.

Personal information will be collected, recorded, corrected, accessed, altered, used, disclosed, retained, secured and destroyed as directed by the Researcher.

Research interns who are uncertain whether any information they may wish to share about the project they are working on is personal or confidential will verify this with Marilyn Hamilton, the Researcher, in person, via email at marilyn@integralcity.com, or via telephone at 604-855-8478.

Statement of Informed Consent:

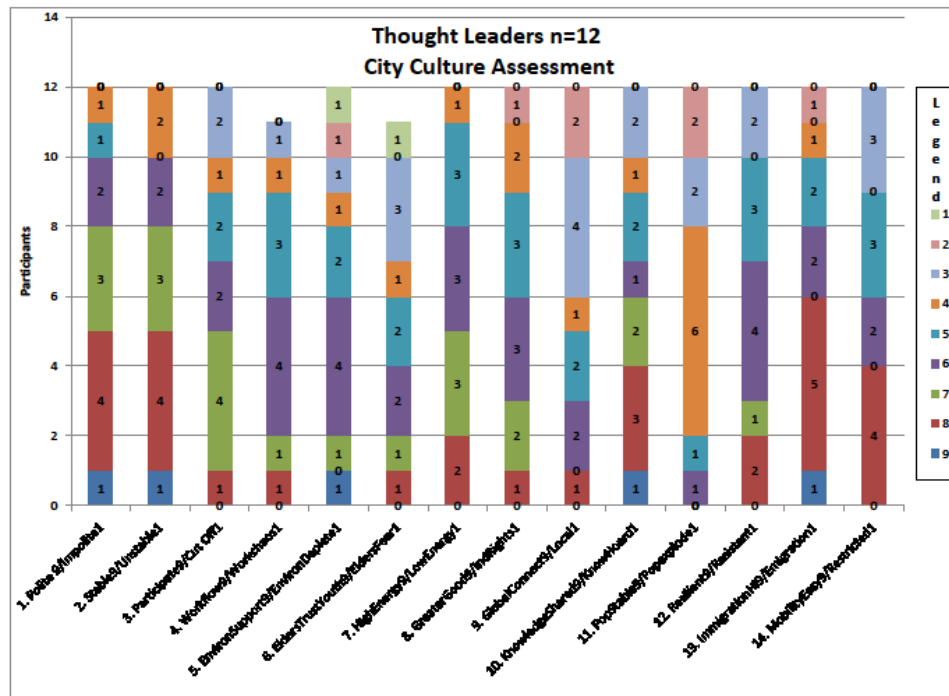
I have read and understand this agreement.

Name (Please Print)

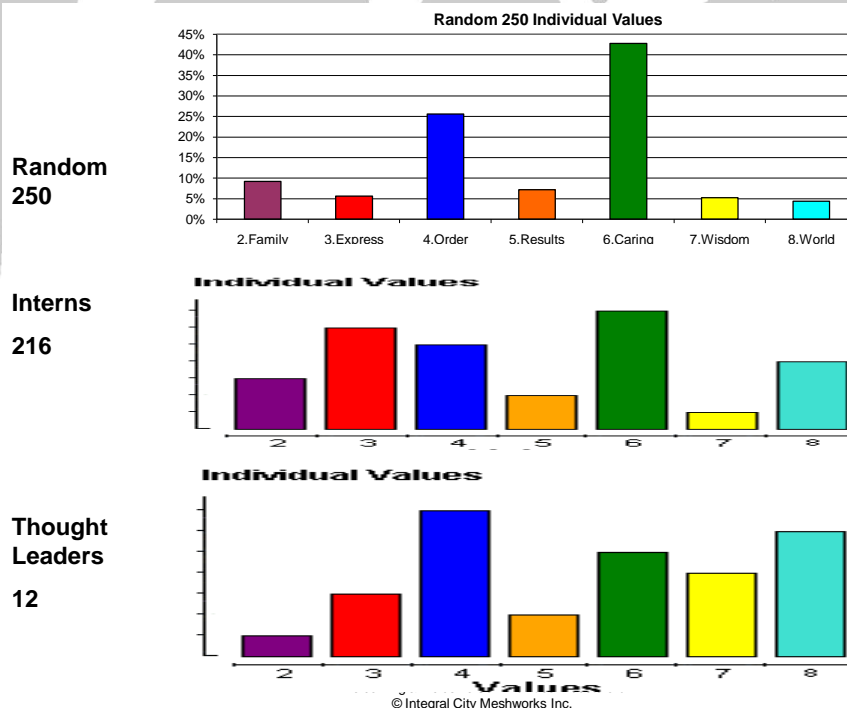
Signature

Date

APPENDIX N: THOUGHT LEADERS CULTURE ASSESSMENT

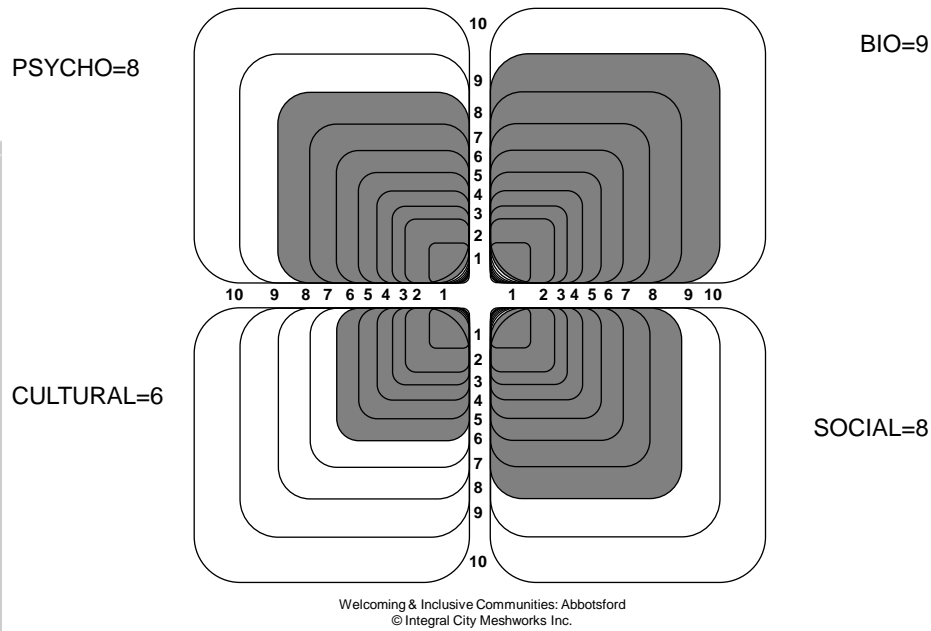


APPENDIX O: INDIVIDUAL VALUES RANKINGS



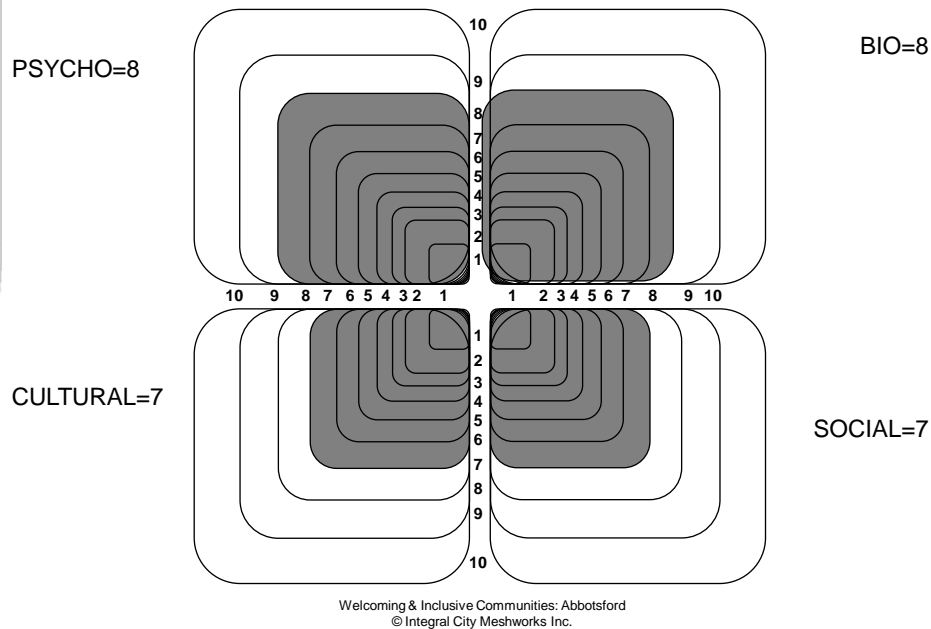
APPENDIX P: QUADRANT RATINGS RANDOM SAMPLE

Quadrant Map: Random 250



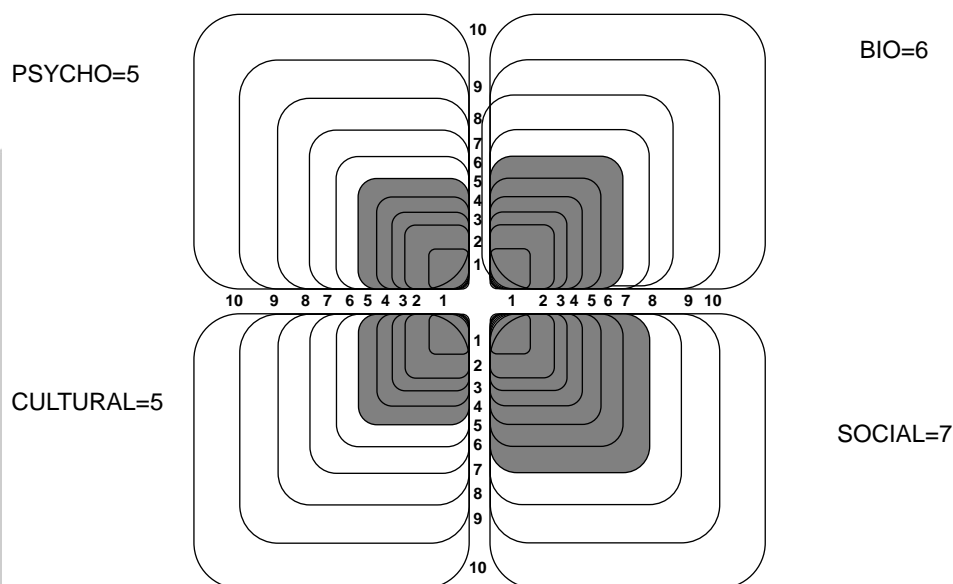
APPENDIX Q: QUADRANT RATINGS INTERN SAMPLE

Quadrant Map: Interns 216

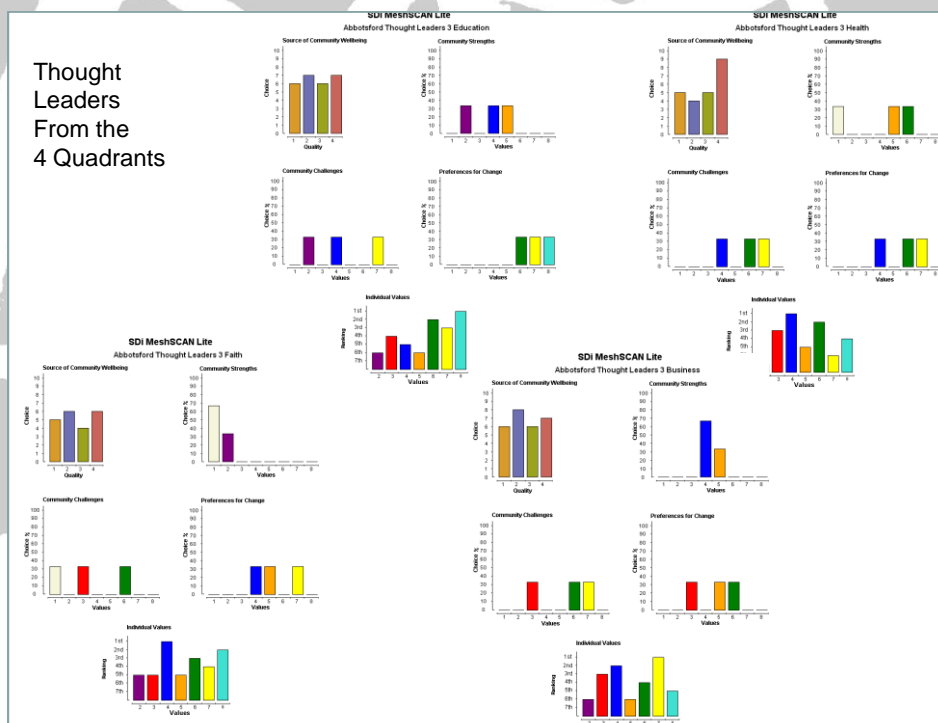


APPENDIX R: QUADRANT RATINGS THOUGHT LEADERS SAMPLE

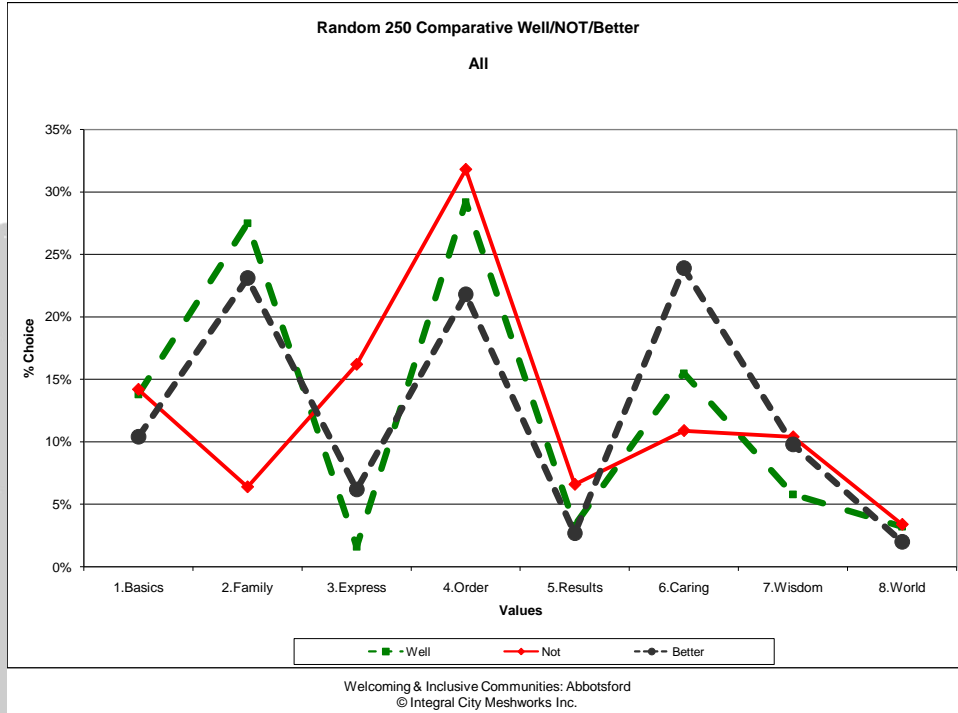
Quadrant Map: Thought Leaders 12



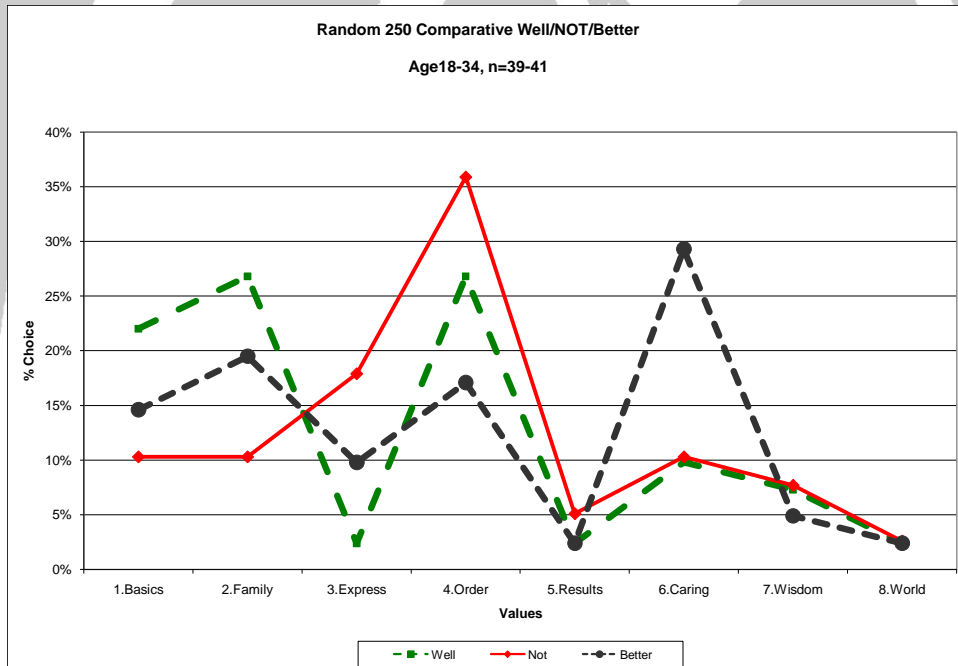
APPENDIX S: THOUGHT LEADERS FROM 4 QUADRANTS



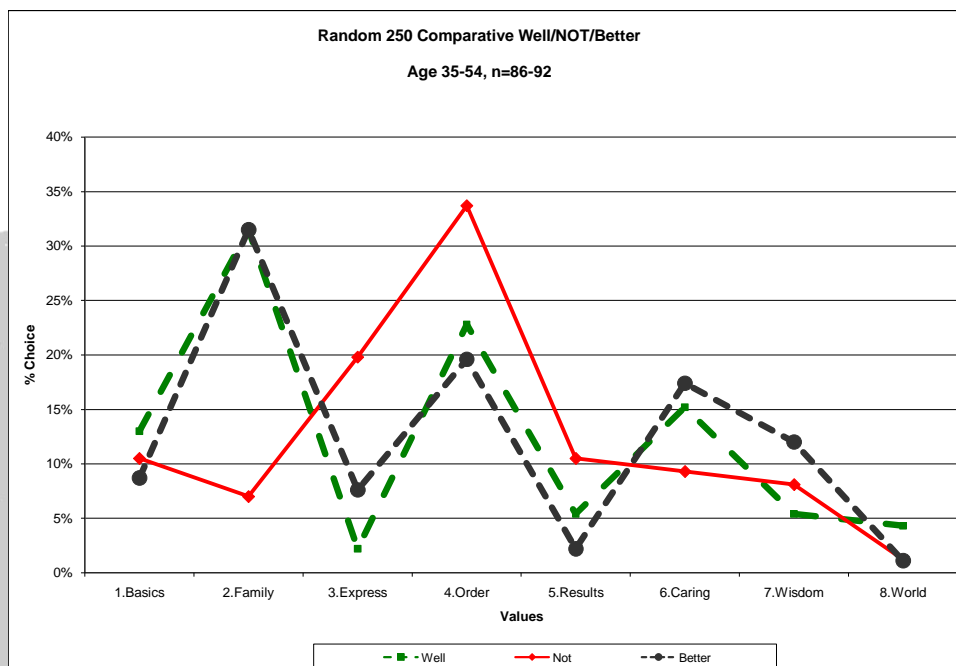
APPENDIX T: RANDOM COMPARING WELL/NOT/BETTER



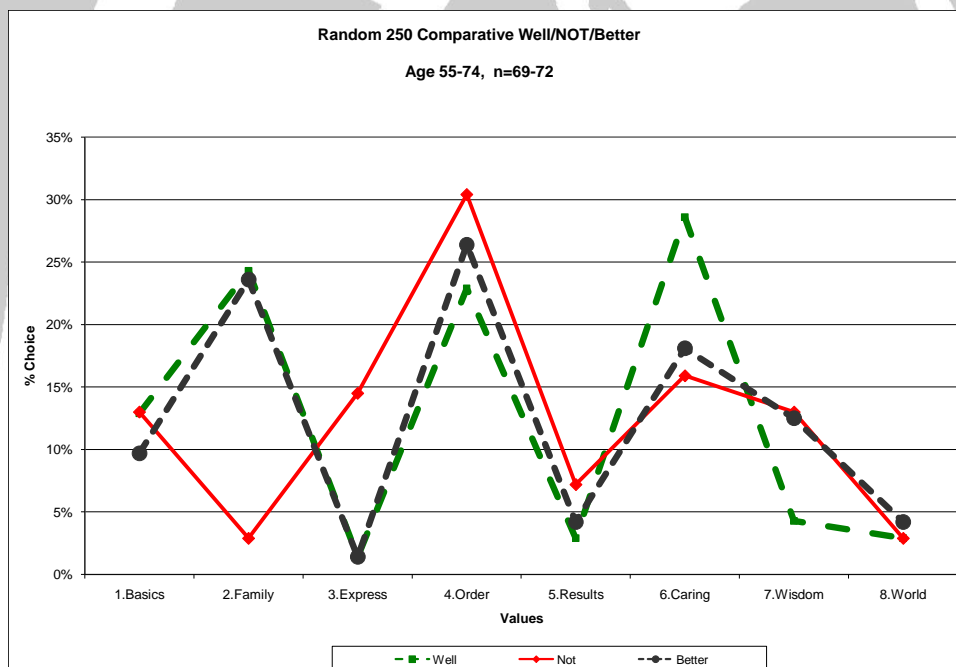
APPENDIX U: RANDOM WELL/NOT/BETTER Age 18-34



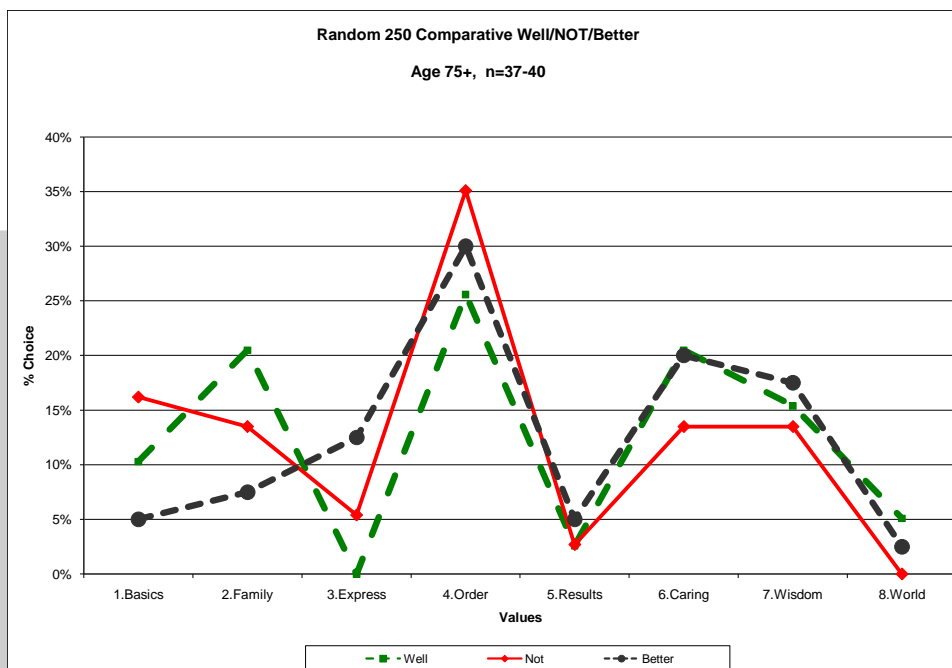
APPENDIX V: RANDOM WELL/NOT/BETTER Age 35-54



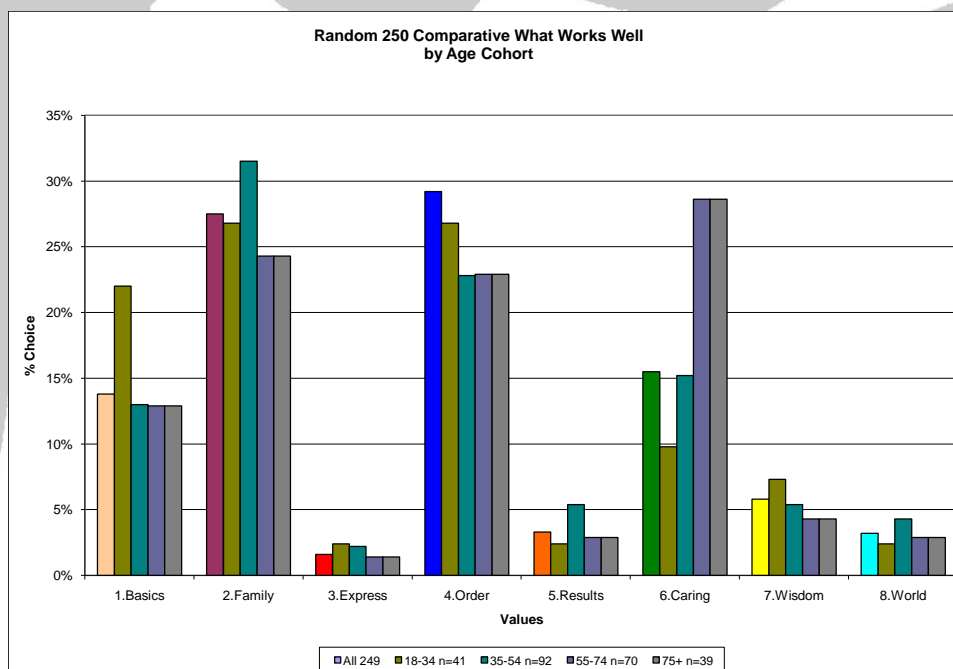
APPENDIX W: RANDOM WELL/NOT/BETTER Age 55-74



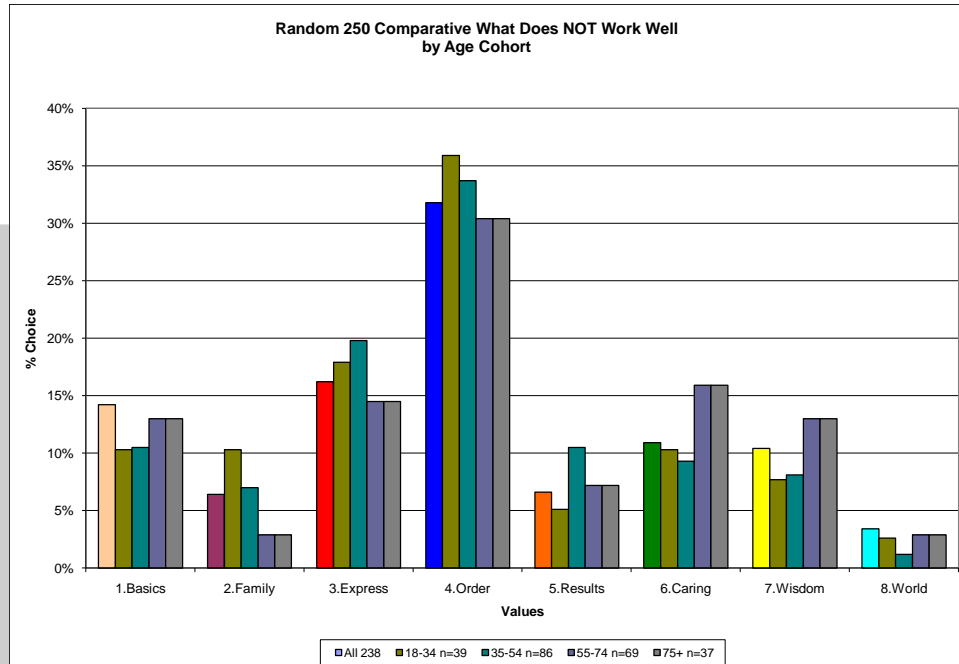
APPENDIX X: RANDOM WELL/NOT/BETTER Age 75+



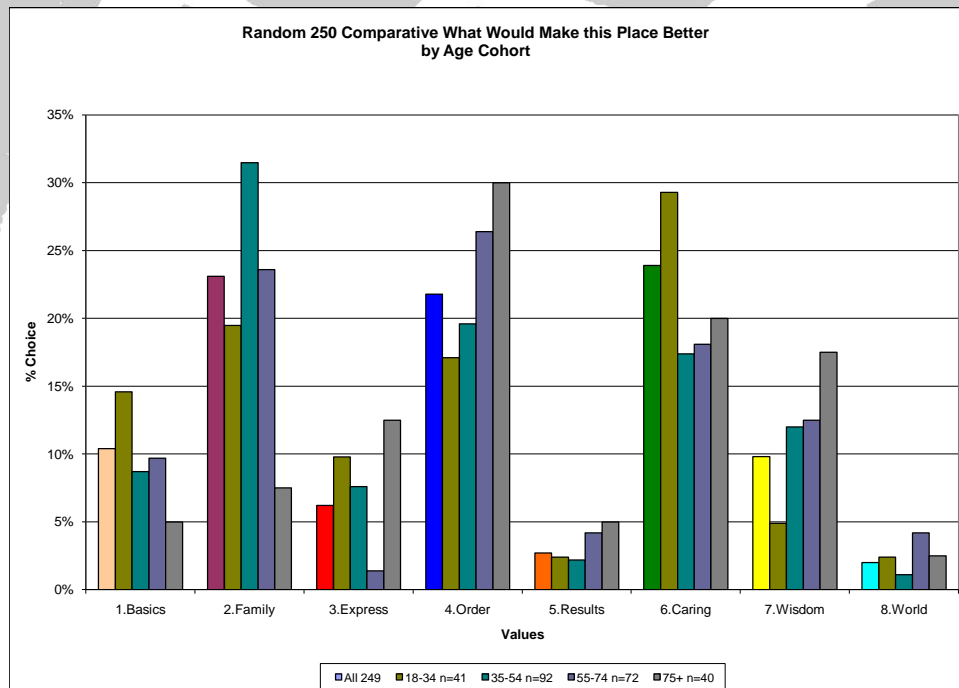
APPENDIX Y: RANDOM WELL/NOT/BETTER ALL AGES



APPENDIX Z: RANDOM DOES NOT WORK WELL ALL AGES



APPENDIX AA: RANDOM WORKS BETTER ALL AGES



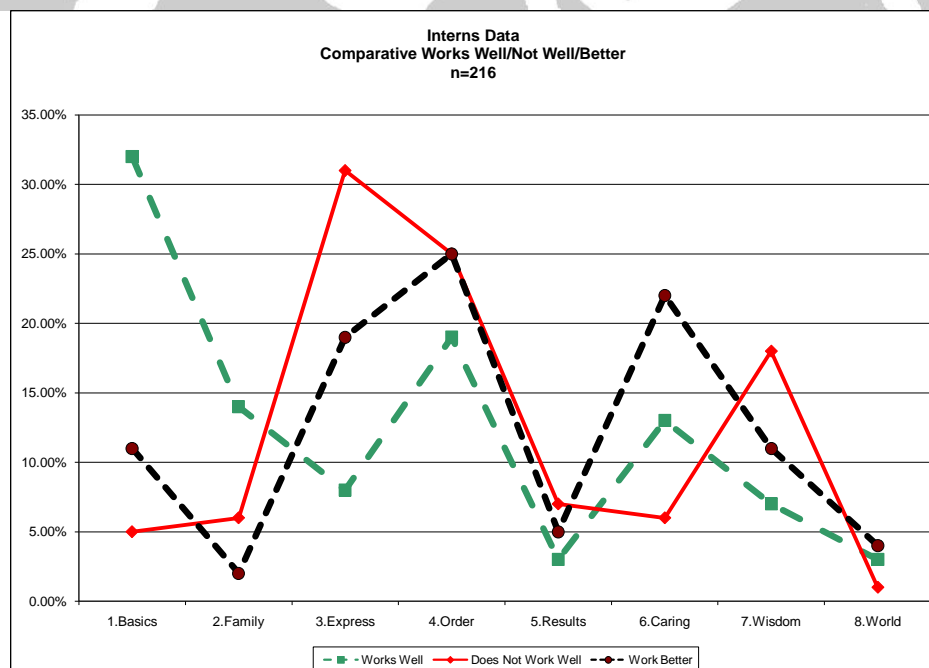
APPENDIX AB: RANDOM QUALITATIVE THEMES

n=250

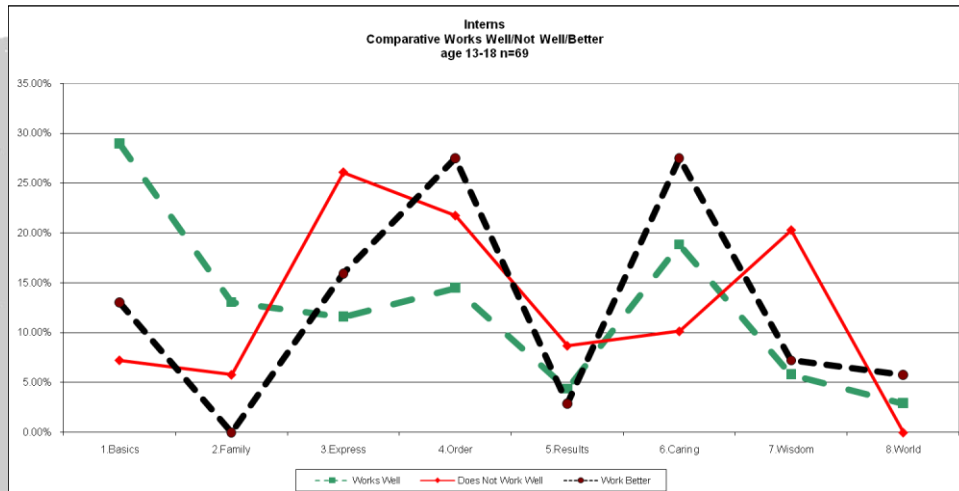
Themes Well/Not/Better: Random

Theme Work	Count	Theme NOT	Count	Theme Better	Count
help others	44	gangs	55	volunteer	72
community	33	drugs	32	provide family services	32
church	24	homeless	25	provide homeless services	23
diversity, diverse cultures	24	crime	24	help needy, and those on low income	23
sports facilities, activities	23	policing	20	more youth activities	21
respect	19	no/dis-respect	14	improve health facilities	19
friendly	18	law, court, judicial system does not work	13	solve drug situation	19
infrastructure, roads	18	council, mayor don't listen	13	more , better policing	14
recreation facilities/activities	17	not safe or unsafe	8	more, better policing	13
volunteer	16	transit, transportation, bus system	7	get tough on crime	11
care for others	16			bring cultures, diversities together	11
council & Mayor	15			lower taxes	8
police	14			care for environment	8
salvation army, charities	12			educate youth, families, parents	7
healthy living	11				
communication	8				

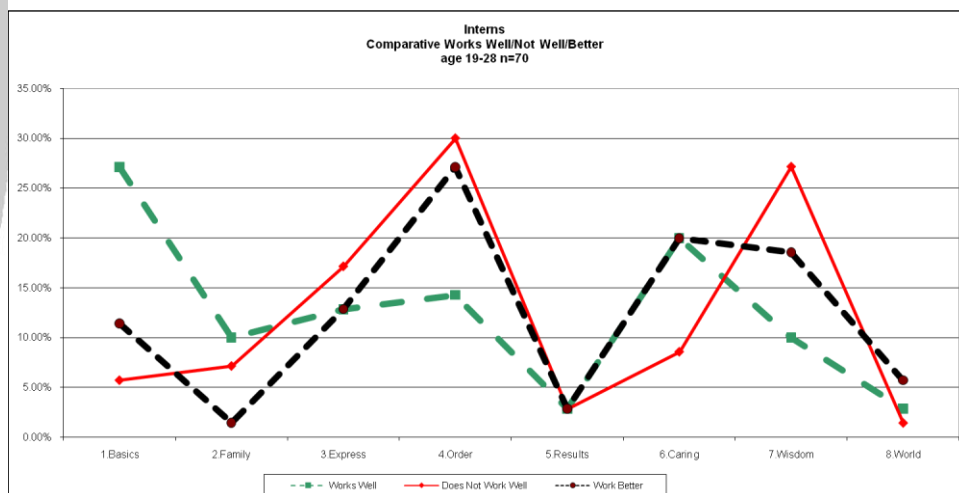
APPENDIX AC: INTERNS WHAT WORKS/NOT/BETTER



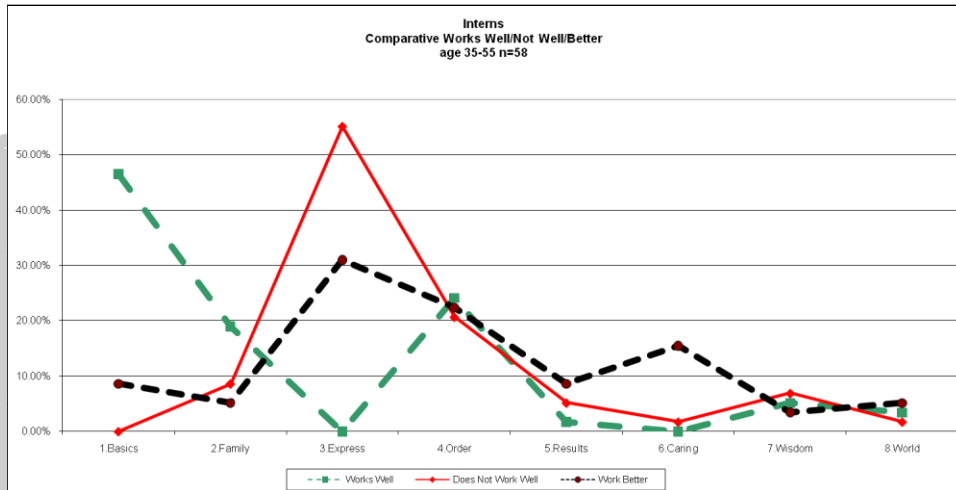
APPENDIX AD: INTERNS WHAT WORKS/NOT/BETTER Age 13-18



APPENDIX AE: INTERNS WHAT WORKS/NOT/BETTER Age 19-28



APPENDIX AF: INTERNS WHAT WORKS/NOT/BETTER Age 35-55

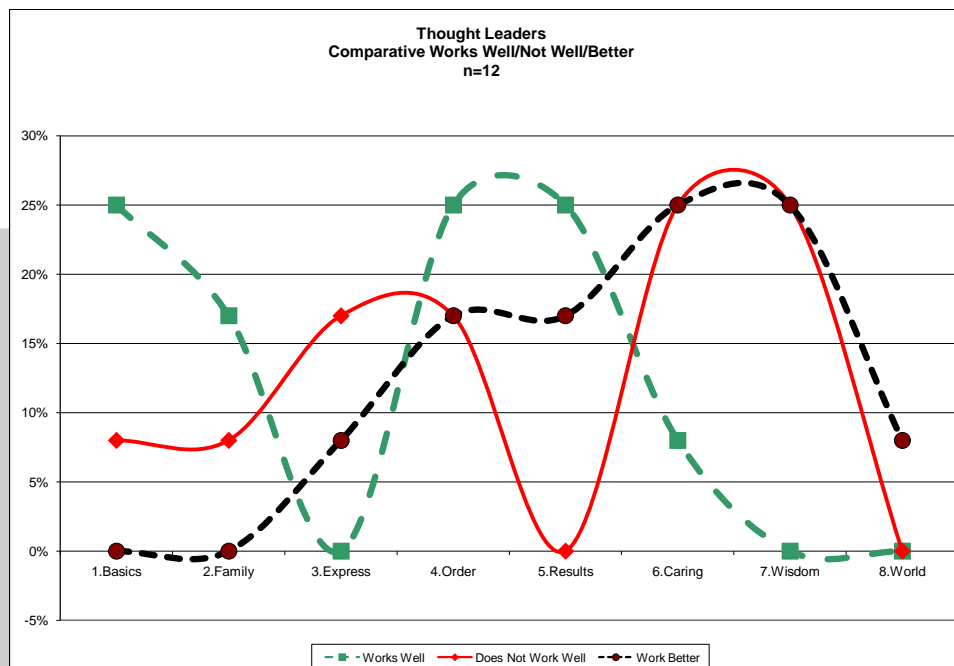


APPENDIX AG: INTERNS QUALITATIVE THEMES

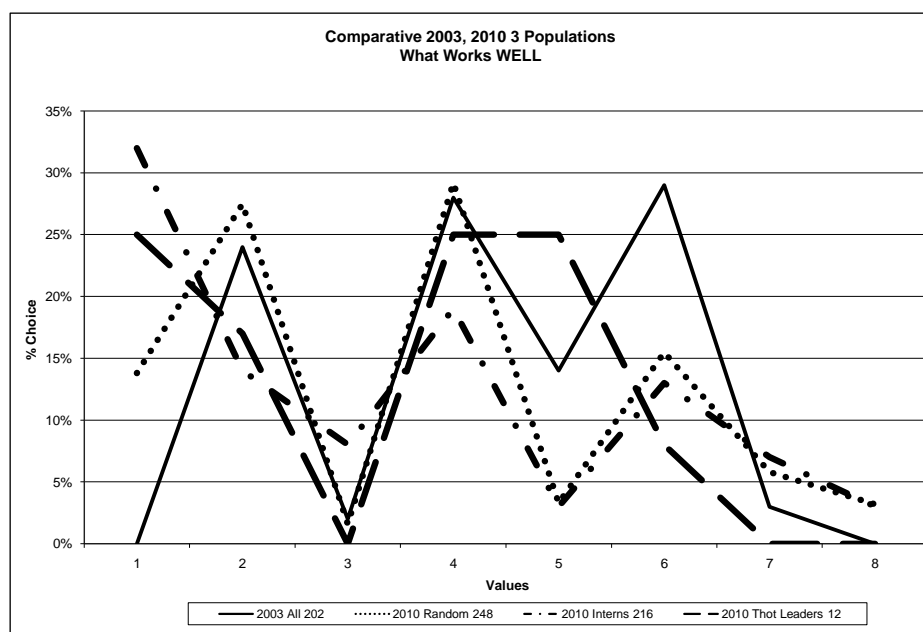
Themes Well/Not/Better : Interns

Q2: Themes Work		Q3: Themes Not		Q4: Themes	
	Count		Count		Count
help others	15	crime, criminals, corruption	24	improve health, healthy activities	18
community (spirit)	11	gang, gangs	20	more community events	13
meet basic needs	10	drug, drugs	20	reduce crime	10
respect others	9	violence, violent families, youth violence	13	more events to bring people together	8
sports, golf, recreation centers	9	lack of respect elders, parents, rules	9	more sports, arts	7
friends, friendly	8	drinking, alcohol, alcoholism	9	encourage adults and youth to volunteer	7
accept cultural differences	8	unsafe, feeling unsafe	6	care for others	7
family, family values	7	guns, shooting	5	meet basic needs, help the poor	4
care for others, caring	6	smoking	4	improve recreation centers	4
environment	5	race, racism, discrimination (west vs east side)	5	improve public transportation	4
		homeless denied, women worry at night	3	help homeless	4
		inadequate parenting	3	bridge cultural	
		different cultures don't respect, interact	3		

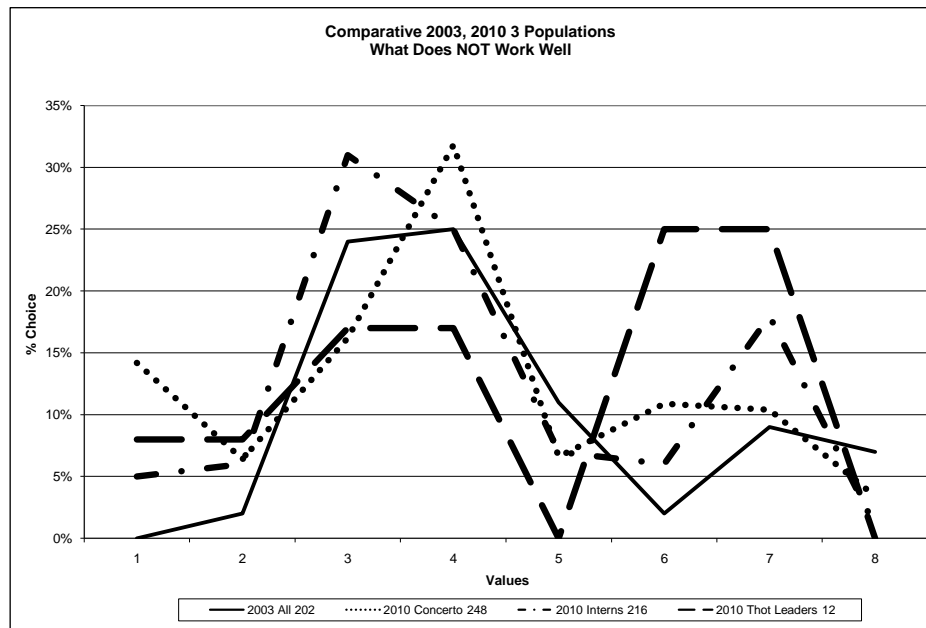
APPENDIX AH: THOUGHT LEADERS WHAT WORKS WELL/NOT/BETTER



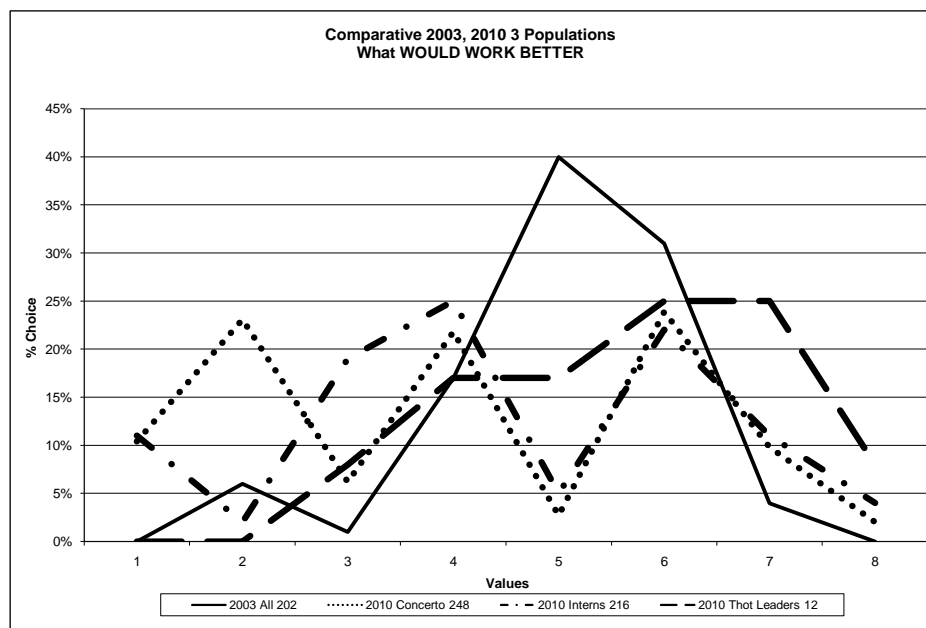
APPENDIX AI: WHAT WORKS WELL 2003, 2010 (3 POPULATIONS)



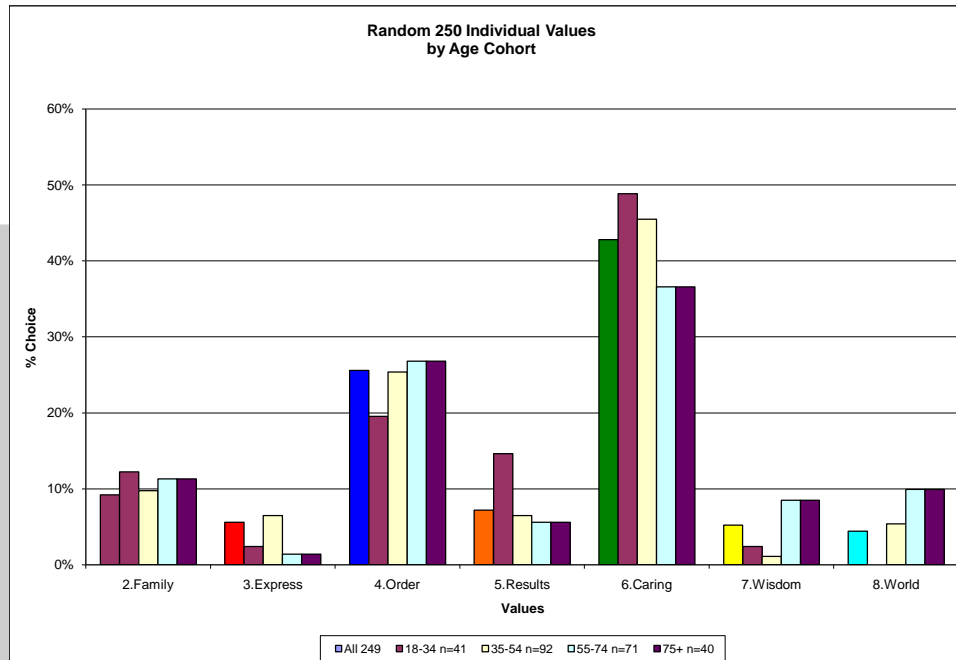
APPENDIX AJ: WHAT DOES NOT WORK WELL 2003, 2010 (3 POPULATIONS)



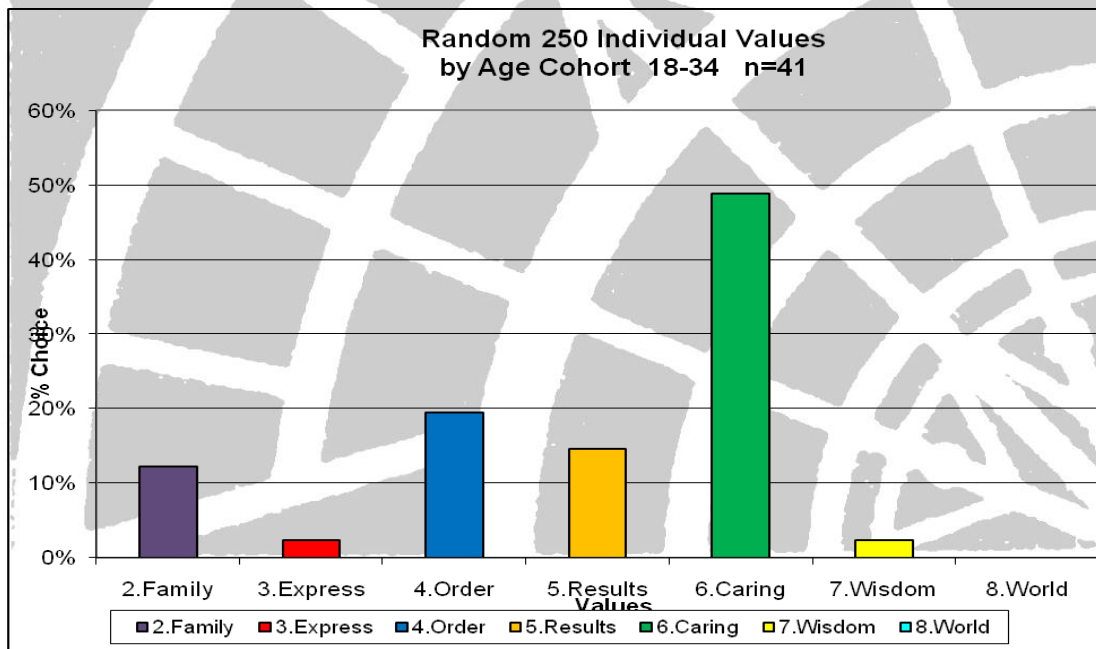
APPENDIX AK: WHAT WORKS BETTER 2003, 2010 (3 POPULATIONS)



APPENDIX AL: RANDOM SELF DESCRIPTIONS BY AGE COHORT



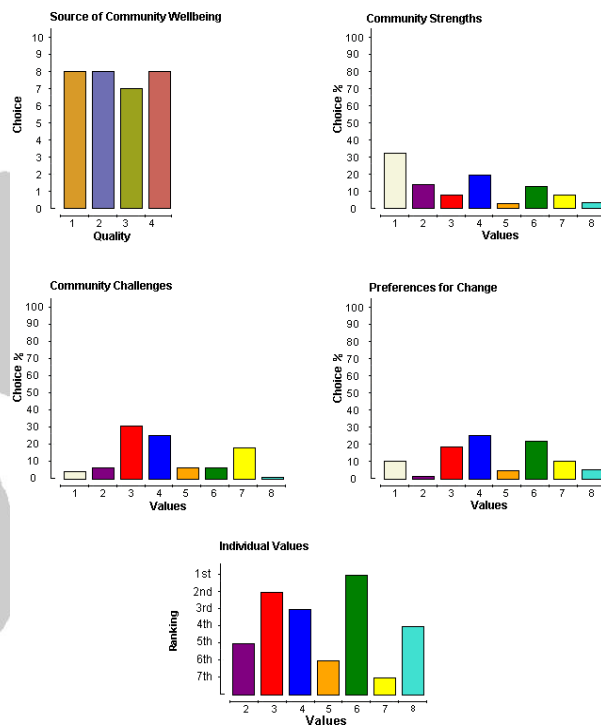
APPENDIX AM: RANDOM SELF DESCRIPTIONS BY AGE 18-34



APPENDIX AN: INTERNS ALL 217

SDi MeshSCAN Lite

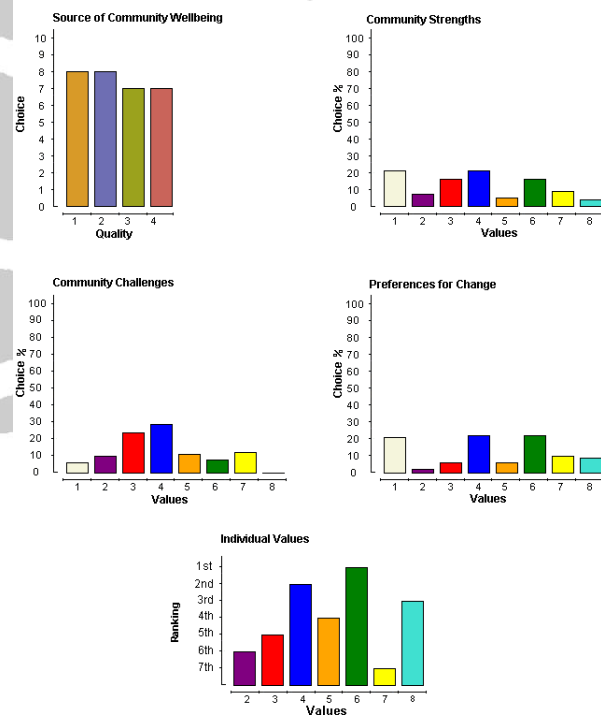
All Intern Data 217



APPENDIX AO: INTERNS ENGLISH 80

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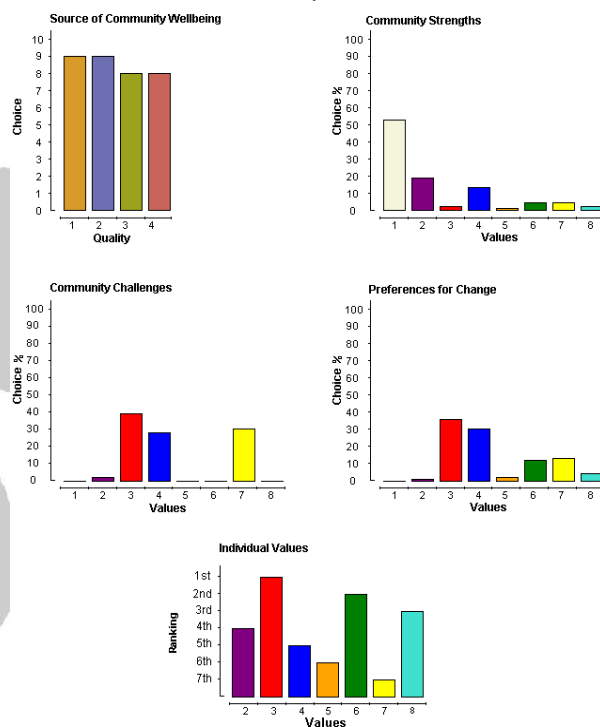
English 80



APPENDIX AP: INTERNS PUNJABI 89

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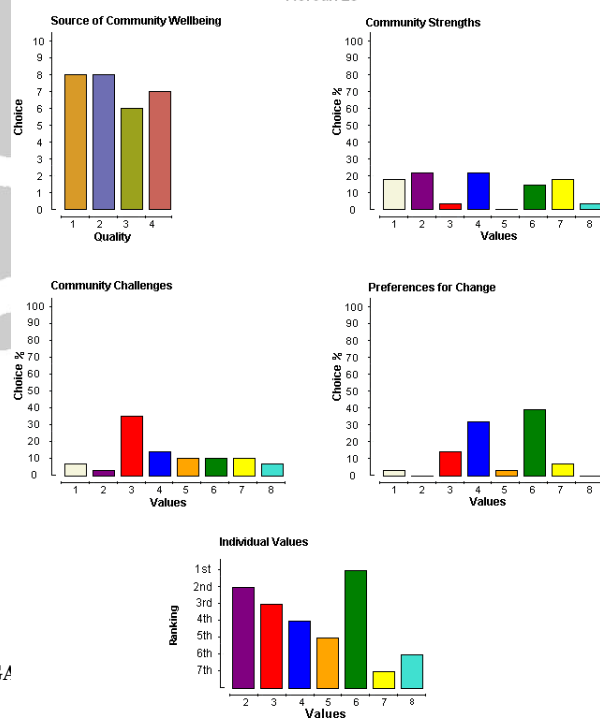
Punjabi 89



APPENDIX AQ: INTERNS KOREAN 20

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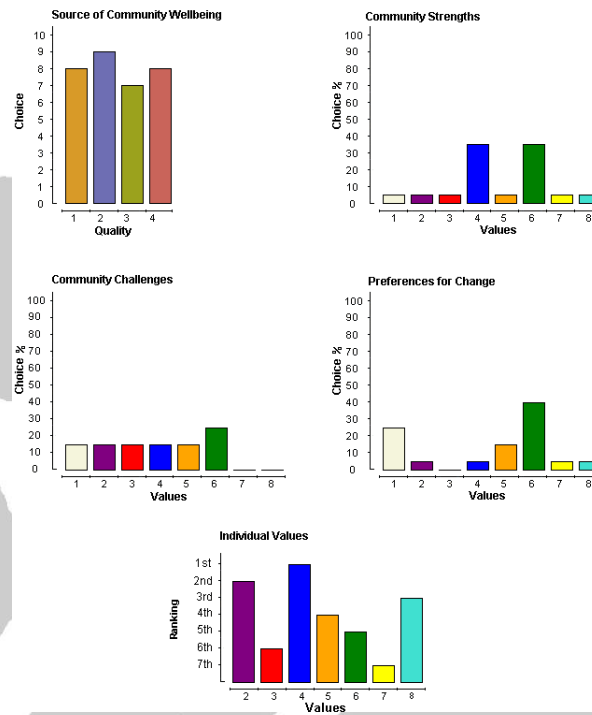
Korean 28



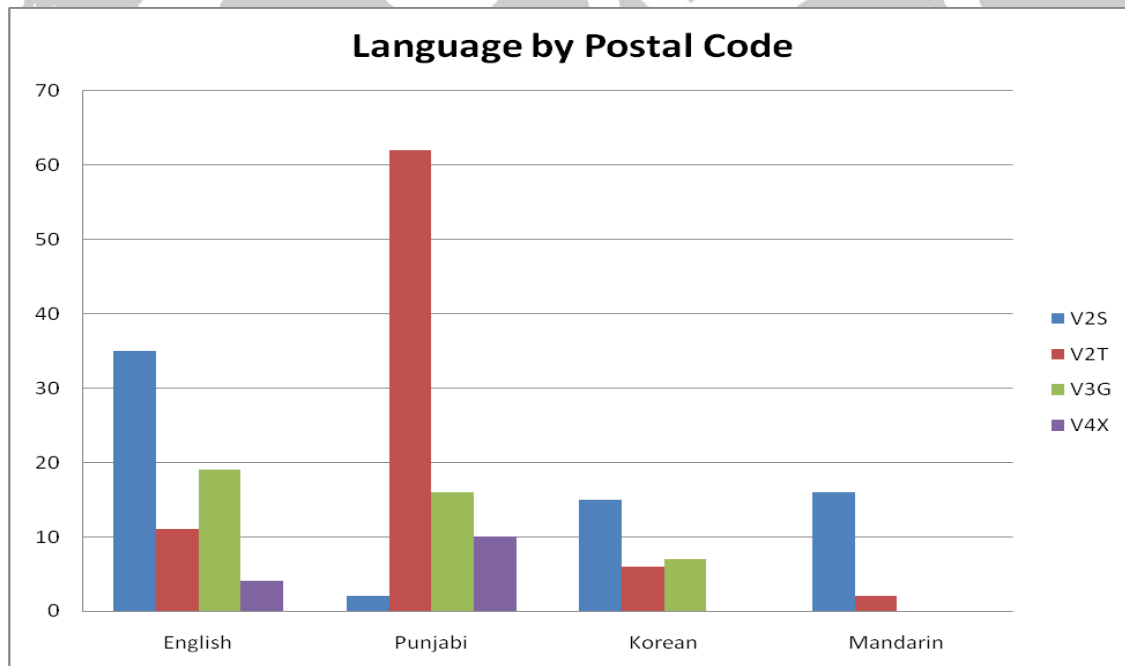
APPENDIX AR: INTERNS MANDARIN

SDi MeshSCAN Lite

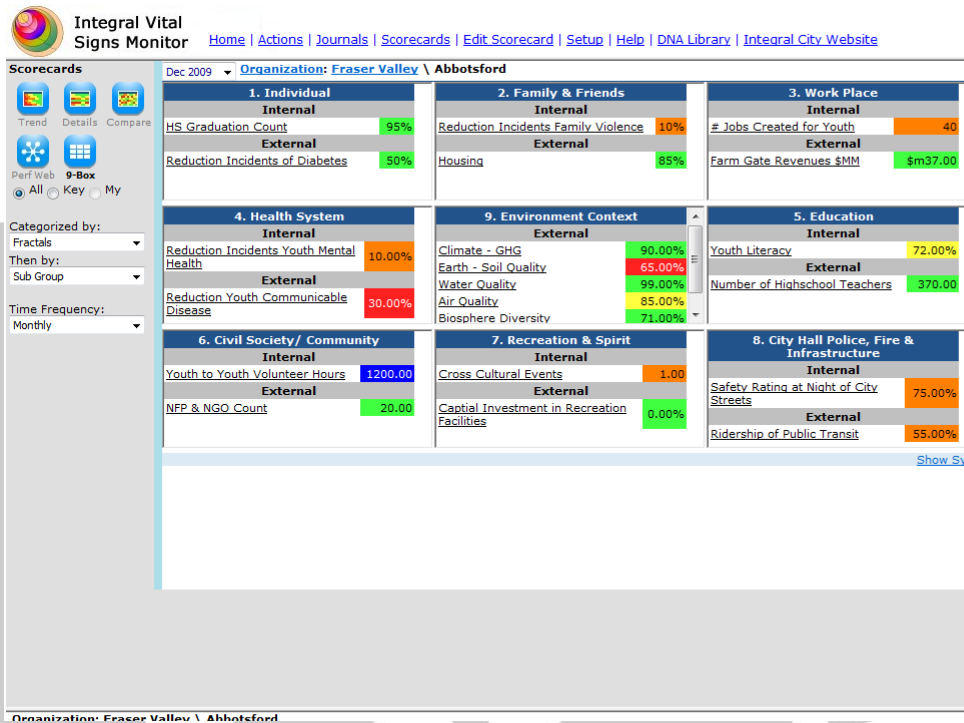
Mandarin 20



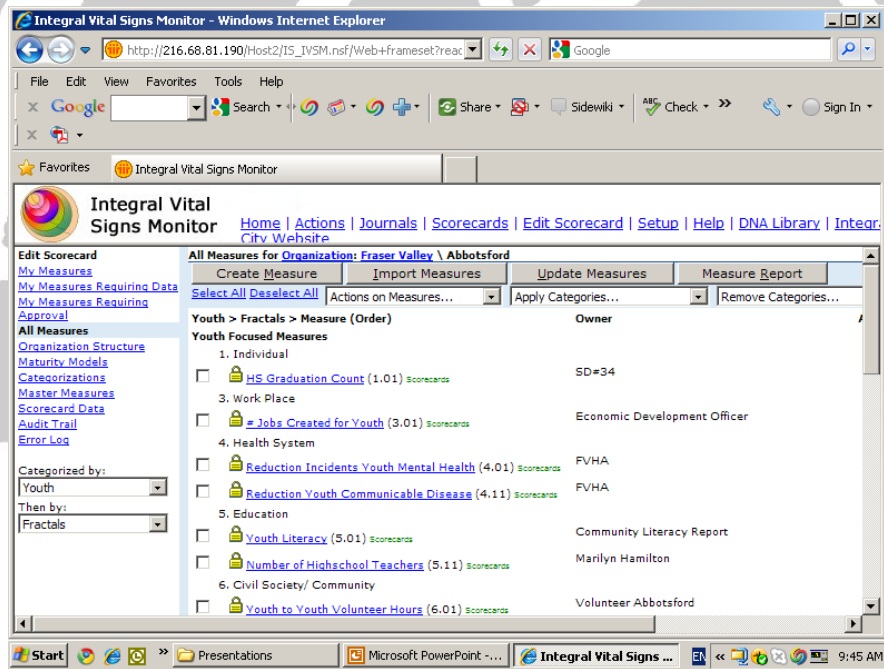
APPENDIX AS: INTERNS POSTAL CODES



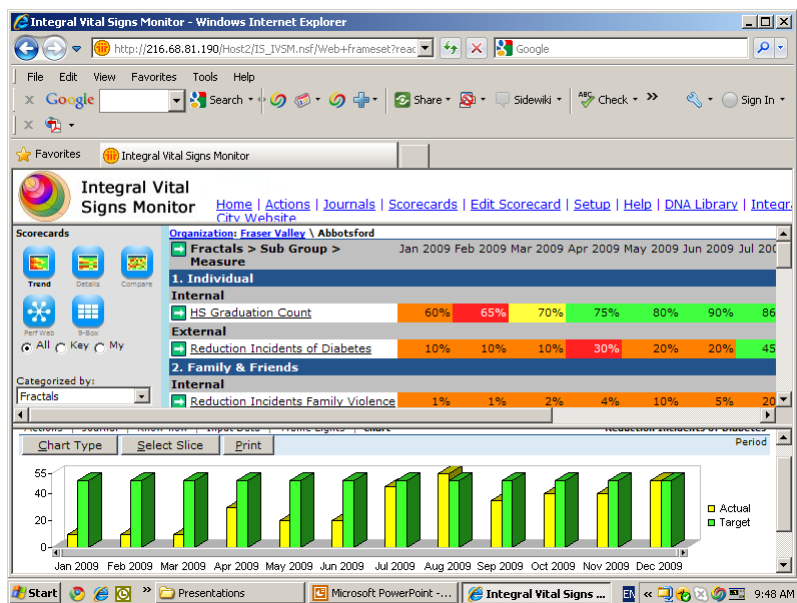
APPENDIX AT: INTEGRAL VITAL SIGNS MONITOR PROTOTYPE VIEW 9 FRACTALS



APPENDIX AU: INTEGRAL VITAL SIGNS MONITOR INDICATOR YOUTH EXAMPLES

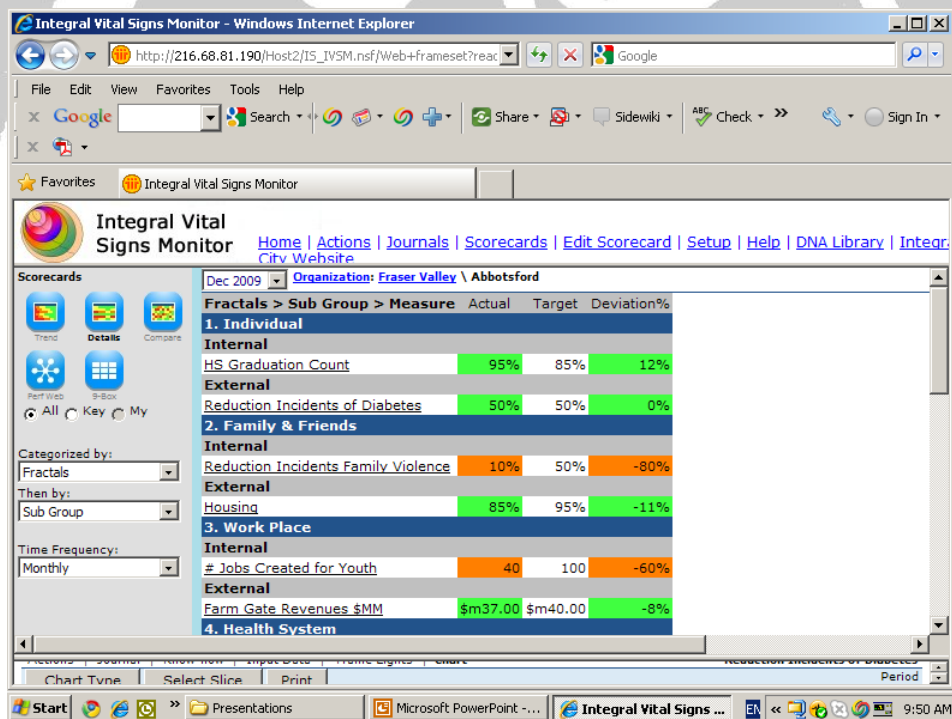


APPENDIX AV: INTEGRAL VITAL SIGNS MONITOR DETAIL GRAPHS



Welcoming & Inclusive

APPENDIX AW: INTEGRAL VITAL SIGNS MONITOR CITY COMPARISON



APPENDIX AX: INTEGRAL VITAL SIGNS MONITOR WEB VIEW

