

# Success and Sustainability of Effective Coalitions\*

## Purpose

To learn how to use tools to assess current capacity and set goals to improve capacity of the coalition for each developmental task.

## Learning Objectives

Participants will be able to:

1. **Identify** the developmental tasks of a coalition from the research
2. **Explore** how failure to complete some of these developmental tasks can create barriers to success
3. **Identify** strategies that you can use to overcome barriers through sharing with other New Directions coalitions
4. **Practice** using tools you can take back to your coalition to help your coalition develop a plan of action

\*This training has been designed by the Vermont Department of Health (Melissa Liebig, New Directions Coordinator and Erica Marks, Program Specialist) using portions of the curriculum "Comprehensive Prevention Strategies: Key to Coalition Success" which was developed by the Center for Substance Abuse Prevention (CSAP). You can find the entire curriculum developed by CSAP at <http://p2001.health.org/courses.htm> The curriculum is based on the coalition research of Paul Florin, John Stevenson and Roger Mitchell.

In addition, some of the information used in this training has been developed by Community Anti-Drug Coalitions of America (CADCA- <http://www.cadca.org> ) and the Northeast Center for the Application of Prevention Technology (NE CAPT - <http://www.edc.org/capt> ).

## Purpose of Coalitions

To bring individuals, organizations,  
and communities together in an  
atmosphere of support and respect to  
solve emerging problems too big for  
one group alone



## Sustainability Checklist

### What is needed to sustain a coalition:

- \_\_\_\_\_ Diverse community support including key committed youth and adults who are open minded and have ties to other community groups, schools and other institutions
- \_\_\_\_\_ On-going marketing and high visibility
- \_\_\_\_\_ Successful and effective programs with a track record
- \_\_\_\_\_ Funding that is tied to outcomes
- \_\_\_\_\_ Community readiness is present: there is a demand for services and folks see that coordination for substance abuse prevention is needed
- \_\_\_\_\_ People who contribute their time and energy
- \_\_\_\_\_ A paid coordinator
- \_\_\_\_\_ An open system that appeals to new members and a process for member turnover
- \_\_\_\_\_ Constant training to keep new people knowledgeable and skilled
- \_\_\_\_\_ A coordinator who can delegate and step back and share responsibilities
- \_\_\_\_\_ A broad mission
- \_\_\_\_\_ Recruitment of outlying existing groups/organizations
- \_\_\_\_\_ Attendance at meetings of outside groups
- \_\_\_\_\_ Provide food at meetings and events
- \_\_\_\_\_ Cohesiveness on the coalition
- \_\_\_\_\_ Continuity of efforts with a clear purpose
- \_\_\_\_\_ Variety of programs and strategies
- \_\_\_\_\_ Active youth involvement (access existing community and school youth groups)
- \_\_\_\_\_ Engage people at meetings – personal investment
- \_\_\_\_\_ Coalition membership is diverse

## **What is needed to sustain programs & activities of a coalition:**

- \_\_\_\_\_ Ability to develop fund-raising capacity
- \_\_\_\_\_ Creative Funding (ie, putting private non-profit on ballot to receive funds, schools and PTO's to match funds, being aware of and know how to access existing funds i.e., DFS, EPSDT, coalitions to go before legislature and get support etc)
- \_\_\_\_\_ On-going training of key personnel
- \_\_\_\_\_ "Buy in" regarding prevention in the community
- \_\_\_\_\_ Ability to link programs and activities with existing organizations (ie, programs that can be incorporated into the health curricula in schools)
- \_\_\_\_\_ Work with organizations from the beginning on how to sustain program
- \_\_\_\_\_ Committed individuals involved in program planning and implementation
- \_\_\_\_\_ Collect data, share with public, celebrate successes
- \_\_\_\_\_ Successful outcomes-programs are shown to meet an actual need
- \_\_\_\_\_ Time
- \_\_\_\_\_ Public relations plan (ie, constant publicity on programs/activities of coalition and continuous presence through presentations and interactions in the community)
- \_\_\_\_\_ Ability to be political and make connections with key people
- \_\_\_\_\_ People power (volunteers and professionals)
- \_\_\_\_\_ Coordinator to oversee programs and activities
- \_\_\_\_\_ Community interest in the programs and activities

DEVELOPMENTAL TASK	CORE ELEMENTS	IDENTIFIED STRATEGIES
<b>Initial Mobilization</b>	<p>*recruit a critical mass of active participants</p> <p>*engage representation from a broad spectrum of key community sectors</p>	
<b>Establishing Organizational Structure</b>	<p>*establish structure for a working group that clarifies roles and procedures</p> <p>*adequately address both task and maintenance functions of the group</p>	
<b>Building Capacity for Action</b>	<p>*member level capacity: orient members to concepts and skill building</p> <p>*organizational level capacity: establish inter-organizational linkages with other important players in the community</p>	

<p><b>Planning for Action</b></p>	<ul style="list-style-type: none"> <li>*assess needs as perceived by community constituencies; prioritize and clearly state coalition goals and objectives</li>   <li>*select an array of intervention strategies based upon literature about program effectiveness</li>   <li>*develop a sequential work plan that sets timelines, allocates resources and assigns responsibilities</li> </ul>	
<p><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>*Implement an array of strategies</li> <li>*engage key players, networks and broad citizen participation in implementation</li> <li>*use evaluation data for specific program refinements that incorporates community reactions</li> <li>*identify gaps in programming and add strategies that build toward a comprehensive and coordinated array of programming strategies across community sectors</li> </ul>	
<p><b>Institutionalization</b></p>	<ul style="list-style-type: none"> <li>*process level institutionalization: maintenance issues - ie, process for leader succession and recruitment of new members is in place</li> <li>*program level institutionalization: integrate programs into on-going missions of existing organizations</li> <li>*coalition level institutionalization: weaving coalition into fabric of community</li> </ul>	

## **Developmental Tasks of a Coalition**

There are two important points to make about the development tasks faced by a coalition. First, the fact that the tasks are presented in developmental order does not imply that a coalition cannot complete each task before all community sectors are represented, or before all coalition members have an adequate foundation of prevention knowledge. However, experience seems to indicate that if a task is not adequately addressed at the appropriate time, it will either need to be revisited and addressed at a later time, or it will present a barrier to the optimal development of comprehensive prevention strategies. Second, it's important to note that the developmental tasks are not ones that, if done once, are then forgotten. Rather, the viable coalition periodically "recycles" through several of the tasks. So, for example, the planning and implementation of particular prevention activities may be done yearly.

Likewise, some tasks that are described as though they occur only in the formation of the coalition, such as recruiting and orienting members or structuring the task force, must be periodically revisited if the coalition is to maintain itself over time. Rapid decline in community coalitions is possible because they, like many other voluntary organizations, rely on the energy and expertise of people who are volunteering their time and are free to withdraw at any time. Indeed, there is some evidence that the formation is relatively easy in comparison to maintaining the organization after the initial enthusiasm and excitement has faded. Thus, community coalitions will need to build in such processes such as the ongoing recruitment of new members, systematic planning for changes in leadership, and periodic review of structures such as subcommittees, etc. In essence then, although the developmental tasks are being presented in a linear fashion, a truer picture would be a set of spirals with several tasks redone from time to time, hopefully with increasing efficacy and efficiency.

## **Task 1: Initial Mobilization**

### **A. Recruiting a critical mass of participants**

- **Regular attendance and participation at meetings.**
- **Work for the coalition outside of meetings.**
- **Serve as an officer or committee chair.**

Members are the primary resource of community coalitions. The energy and skills which members bring are the fuel that runs the organization. These members must be members in more than name only. A long membership list with few active members attending meetings or doing any work for the coalition outside of meetings only leads to frustration for leaders and active members. It can be tempting to proceed with only a few truly committed and energetic members, especially when other tasks such as planning seem easier with only a few people, but this is an illusion and the number and scale of tasks will quickly "burn-out" even the most energetic and dedicated when they are only a handful.

It's better to take the time to systematically recruit members, both in terms of the representativeness, as mentioned next, and also in terms of developing a standard introduction which clearly communicates several key points: a) the purpose of the community coalition, its sponsorship and who it already involves; b) a rationale for contacting the particular individual (such as representation from a particular community sector or particular skills they possess - everyone likes to feel special); c) the specific responsibilities (and limits) associated with participation (such as attendance at monthly meetings and 4-5 hours work per month on a subcommittee outside of meetings); d) the duration of participation (such as one or two years; avoid open-ended invitations); e) the group process that will be used for decision-making; and f) the communication of an expectation for the success of the effort. Those who are recruiting should also be prepared to deal with an individual's uncertainty or ambivalence about joining, without pressuring. They may also want to offer alternatives to full-fledged participation, when appropriate, such as a limited effort on a particular working group.

What's then a critical mass? This will probably vary with the size of the community, but a good rule of thumb would be about 12-15 active members, each of whom holds a significant leadership position in a community sector or constituency group.

## **B. Engage representation from a broad spectrum of key community sectors**

- **Varied age, sex, marital status, having children under 18 living at home**
- **Minority representation**
- **Group affiliation**
- **All community sectors represented**

A comprehensive approach to prevention strategies brings together concerned representatives from many community sectors and constituencies. Unlike traditional approaches that relegate the problem to some single agency or institution, this approach with broad-based membership, fosters community-wide ownership of both the problem and the responsibility for its solution. It assumes that all communities contain concerned citizens from many realms who can supply energy, resources, and unique perspectives to the community problem-solving process. Involving representatives from all the segments of your community at the planning phase can result in creative new approaches, and by building ownership, ensures their involvement when its time for implementation. Essentially you want to include: 1) those agencies and groups already active in ATOD problem prevention in your community; 2) community leaders from government and the private sector who are opinion leaders and control resources; 3) other public agencies, service organizations or public interest/advocacy organizations likely to be an ally; 4) major voluntary associations, religious institutions, social organizations, etc.; 5) local community development groups when appropriate (e.g., community action agencies, etc.); 6) representatives from major minority or cultural groups in your community and; of course, 7) representatives of potential program recipients, such as youth or the elderly, etc.).

A couple of points are worth mentioning here. Community coalitions often consist of representatives of the formal social institutions and sectors within a locality (e.g., educational, business, religious, governmental, civic organizations). They less often include leaders of less formal, voluntary grassroots community organizations, etc. Leaders and "key influentials" have the potential to accomplish many important changes in community institutions and service delivery systems. Seldom, however, have these "top down" approaches fully utilized the potential inherent in working with leaders of more informal grassroots community organizations. Grassroots community organizations are obviously more limited in their resources and decision-making abilities than formal social organizations. Both "top down" and "bottom up" approaches work best when they work together. A comprehensive community approach builds, nurtures, and maintains linkages between formal and informal systems.

A second point is that those recruited to represent community institutions or organizations must understand that they are not being asked to represent their own personal viewpoint or commitment. Rather they are representatives of their organizations and should have the authority to speak for their organizations and make organizational commitments. They should, thus, be in leadership positions within their organizations, or should be the designate of the leadership.

Finally, it's important to mention that sectors which are left out of initial recruitment and planning are often more difficult to recruit later in the process.

## **Mobilization (Key Points)**

### **A. Recruiting a critical mass of participants**

- 1. Members' energy and skills drive the engine of the coalition.**
- 2. A long membership list with few active members leads to frustration and burnout.**
- 3. Take time to develop a standard introduction to recruit new members that includes:**
  - a. The purpose of the community coalition, its sponsorship, and who it already involves**
  - b. Why you are contacting that particular individual**
  - c. The specific responsibilities (and limits) associated with participation (such as attendance at monthly meeting and 4-5 hours per month on a subcommittee outside of meetings)**
  - d. The duration of participation**
  - e. The group process that will be used for decision-making**
  - f. The communication of an expectation of the success of the effort**
- 4. Critical mass? A good rule of thumb is 12-15 active members, each holding a significant leadership position in a community sector.**
- 5. This task includes:**
  - a. Regular attendance and participation at meetings**
  - b. Work for the coalition outside of meetings**
  - c. Serve as an officer or committee chair**

## **B. Engage representation from a broad spectrum of key community sectors (Key Points)**

### **1. This task includes:**

- **Varied age, sex, marital status, having children under 18 living at home**
- **Minority representation**
- **Group affiliation**
- **All community sectors represented**

### **2. Involve representatives from all segments of your community at the planning phase to find creative new approaches, build ownership, and ensure involvement when it is time for implementation.**

### **3. Include:**

- **Agencies and groups already active in ATOD problem prevention**
- **Community leaders from government and the private sector who are opinion leaders and who control resources**
- **Other public agencies, service organizations, or public interest organizations likely to be an ally**
- **Major voluntary associations, religious institutions, social organizations, etc. around which community life revolves**
- **Local community development groups (community action agencies, etc.)**
- **Representatives from major minority or cultural groups in your community**
- **Potential program recipients, such as youth or the elderly**

### **4. It is important to include formal institutions that hold power and resources, and informal grassroots organizations to generate broad participation and have an impact on the community.**

### **5. Those recruited do not represent their own personal viewpoint. They represent their organization and should have the authority to speak for their organization and make organizational commitments. Therefore, they should be in leadership positions within their organization or the designate of the leadership.**

### **6. Sectors left out will be more difficult to recruit later because they weren't involved from the beginning.**

## **Sector Categories for New Directions Coalitions**

**Parents** - caregivers, guardians, etc.

**Media** - newspaper, radio, TV, etc.

**Law Enforcement** - local & state police, DARE officer, Dept. of Liquor Control

**Faith Community** - formal or informal religious or spiritual leaders

**Business** - for profit business/corporation

**Volunteer Groups** - civic groups, grassroots groups, service organizations, advocacy groups, boy scouts, 4-H, etc.

**Recreation** - local recreation dept.'s - even if part of local government, teen centers, BGCA,

**School** - school nurse, principal, health teacher, school board member, SAP, SDFSC Coord., etc.

**Health Care** - providers of direct health care services: nurse, doctor, dentist, etc.

**Government** - elected officials: all Federal, State and local elected people; ie, senator, select board, town supervisor, local representative, etc.

**Youth/students** - under age 21

**Colleges/Universities** - faculty, staff or other representative

**Substance Abuse Treatment** - staff or representative from treatment services

**Social/Human Services** - Gov't and non-gov't organizations: DSW, SRS, DET, VDH, Lung Association, AHS, Heart Association, etc.

**Mental Health** - representative from local mental health agency

**Community Collaborative** - AHS regional partnership, tobacco coalition, other community-wide groups

# Tool for Task #1: Mobilization

## A. Purpose of the exercise

To assess the current breadth of representation on a coalition and set goals to mobilize sectors not currently represented.

## Mobilization Instructions

- 1) Explain that this wheel represents the different sectors of a community and we want to see how well our coalition represents our whole community (You may want to put coalition wheel, with sectors on it, on newsprint).
- 2) Determine with your coalition if there are any sectors that have been left out of the wheel or if any are not appropriate in your community.
- 3) Give each member of your coalition a round figure. Ask them to write their name on it. Then ask them to physically go to the wheel and place their figure in the sector they represent. (If people do not know which sector they represent, they should put themselves in the Concerned Citizen sector).
- 4) When they are all finished, ask each member to think about whether they are in that sector as an individual or if they represent an organization. The way to determine that is to ask themselves some questions:

**Q:** When you vote, do you vote the way you personally would, or your organization would?

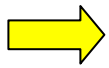
**Q:** Do you speak for your organization?

**Q:** Can you make decisions for your organization?

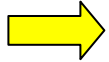
If the answer is yes, give members a triangular figure to place behind their round figure on the wheel.

5. Then ask your coalition each of the following questions, giving them plenty of time to discuss them.
  - a. What observations do you have about how broadly our current membership represents our whole community?
  - b. What observations do you have about sectors where there is no representation?
  - c. What observations do you have about sectors where there is more than one representative?
  - d. What observations do you have about the role of those representatives?
  - e. What does an organization bring to the table that an individual cannot?

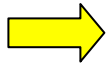
## Setting Goals to Improve Mobilization



Based on your coalition wheel and your discussion, determine which sectors you want to seek representation from. Place an R in the sectors that you want to recruit from.



Identify the organization from that sector you want to recruit from and write the name next to the R.



Develop a plan for seeking out new membership to enhance sector membership.



# Benefits for Coalition Members



**Learn new information and skills**



**Gain personal recognition**



**Improve the neighborhood or community**



**Help others**



**Support the coalition's important mission and goals**



**Attend meetings that make people feel welcomed, are seen as a social opportunity, and are focused on the work of the group**











**Linkages that members make with each other in and outside of the meetings**



Providing incentives and benefits for members seemed to hold greater weight than the need to reduce costs.

## Costs for Coalition Members

-  **Time, effort and other things people give up in other parts of their lives to participate**
-  **Perceived lack of appreciation**
-  **Burn Out**
-  **Lack of necessary skills to function in the coalition**
-  **Feeling pressured for additional commitment**
-  **Unresolved interpersonal conflict**
-  **Lack of organizational progress**
-  **Lacking direction from the leadership or staff of the coalition**

**Take the time to develop a standard introduction to recruit new members that includes:**

- a) The purpose of the community coalition, its sponsorship and who it already involves;
- b) a rationale for contacting the particular individual (such as representation from a particular community sector or particular skills they possess - everyone likes to feel special);
- c) The specific responsibilities (and limits) associated with participation (such as attendance at monthly meetings and 4-5 hours work per month on a subcommittee outside of meetings);
- d) The duration of participation (such as one or two years; avoid open-ended invitations);
- e) The group process that will be used for decision-making;
- f) The communication of an expectation for the success of the effort.

**KEEP IN MIND COSTS AND BENEFITS TO MEMBERSHIP WHEN YOU RECRUIT**

Recruiting for Subcommittees: Northland, Mentor program, media/pr, sustainability, coalition development, & policy/procedure

## **Task 2: Establishing Organizational Structure and Function**

### **A. Creating a structure and ways of operating that help you to do your work efficiently and effectively**

- **Officer roles.**
- **Subcommittees.**
- **General membership engaged in serving on subcommittees.**
- **Formalization of operating procedures including:**
  - **specific mission**
  - **how decisions are made**
  - **voting rights**
  - **membership including member turnover**
  - **leader (including leader turnover)**
  - **committee structure**
  - **written description of roles and responsibilities of officers.**
  
- **Keep written minutes of meetings and distribute.**
- **Use written agendas at meetings.**
- **Establish a regular meeting time.**

Structure refers to the way human resources within the community coalitions are organized for goal-directed activities. It is the way members of an organization are arranged into relatively fixed relationships that largely define patterns of interaction, coordination, and task-oriented behavior. It includes a) the number of officers and clear definitions of their roles and responsibilities; b) The number and type of subcommittees that are used to delegate and address particular activities, and c) the degree to which rules and procedures are written and precisely defined (e.g., the presence of formal procedures which clarify decision-making procedures and voting rights, written agendas and minutes, written descriptions of officers' roles, etc).

It is important to clarify all aspects of structure for the entire membership. For example, all members should know about each "standing" subcommittee's (e.g., membership, publicity, etc.) or "ad hoc" subcommittee's (e.g., developing a survey, planning a particular event) particular mission, its expectations for a time frame for completing tasks, and how often they are to report on progress to the entire coalition. The creation of subcommittees can be particularly important, because they get people involved and use or develop member skills and experiences.

Subcommittees can make it possible for a community coalition to accomplish more in a shorter period of time, since trying to do work in general coalition meetings is not very efficient. Subcommittees are also an excellent place to systematically develop the skills of future officers.

## **B. Creating a cohesive and task-focused team comprised of diverse sectors that mirror your community**

- **Organizational climate.**
- **Ability to organize themselves to operate effectively in working groups and committees.**
- **Cohesiveness, team spirit.**

### **Task Focus**

- **Efficiency and effectiveness of coalition meetings.**
- **Meeting management.**
- **Delegating responsibilities.**
- **Assigning reporting duties.**

Community coalitions, like all organizations, create their own group "personality" or organizational climate. This organizational climate is perceived by group members and it influences their satisfaction with the organization and their commitment and motivation to continue to participate. Most studies of organizational climate have identified two dimensions, one focused on perceptions of cohesiveness or "**team spirit**," the other focused on perceptions of "**task done**." Community coalitions are primarily action-oriented organizations, and perceptions of "task focus" are therefore important. This means that leaders need to create a sense of efficiency and effectiveness in managing their coalition meetings, delegating responsibilities, and assigning reporting duties. Many aspects related to a clear structure make it more likely that the coalition will get things done but structure alone doesn't guarantee "task focus" without solid management skills from leaders. Although coalitions are primarily action-oriented, group cohesion is also necessary. Coalitions can build cohesion in a number of ways, including holding "social time" before or after meetings; developing symbols of the group, such as a logo; getting recognition or publicity for the group; etc. Obviously, conflict resolution skills are important in resolving differences and building consensus.

## **Task 2: Establishing Organizational Structure and Function (Key Points)**

### **A. Creating a structure, and ways of operating, that supports your work efficiently and effectively**

1. It includes:
  - a. Officer roles clearly defined
  - b. Subcommittees used to address particular activities
  - c. General membership engaged in serving on subcommittees
  - d. Formalization of operating procedures including:
    - specify mission
    - how decisions are made
    - voting rights
    - membership including member turnover
    - leadership including leader turnover
    - committee structure
    - written agendas and minutes
    - written descriptions of roles and responsibilities of officers
  - e. Keep written minutes of meetings
  - f. Use written agendas at meetings
  - g. Establish a regular meeting time
2. Structure refers to how people as resources are organized to carry out activities.
3. It is important to clarify all aspects of structure for the entire membership.
4. The creation of subcommittees is particularly important because they get people involved and use or develop member skills and experiences, making it possible to accomplish more in a shorter time.

## **B. Creating a cohesive and task-focused team, comprised of diverse sectors that mirror your community (Key points)**

1. Organizational climate: Ability to organize themselves to operate effectively in working groups and committees.
  - a. Cohesiveness, team spirit
    - Coalitions create their own group "personality" or organizational climate that influences member satisfaction, commitment, and motivation to continue to participate. Cohesiveness or "team spirit" is one dimension.
    - Cohesion can be built by holding "social time" before or after meetings, developing symbols of the group such as a logo, getting recognition or publicity for the group, learning conflict resolution skills to solve differences and build consensus.
2. Task focus involves the extent to which the group is well managed and "gets things done," important because coalitions are action-oriented.
  - a. Leaders need to ensure:
    - Efficiency and effectiveness of task force meetings
    - Delegation of responsibilities
    - Assignment of reporting duties

## Tool for Task #2: Establishing Structure And Function

Completed	Needs Work
	<b>Roles</b>
_____	_____ Develop policy about kind of "representation" expected of its members (individual or organization)
_____	_____ Develop written expectations for member participation
_____	_____ Develop written description of responsibilities of officers
_____	_____ Develop written description of responsibilities of sub-committee chairs
_____	_____ Develop job description for staff
_____	_____ Develop balanced expectations for members/officers/staff/other participation in implementing activities
	<b>Structure</b>
_____	_____ Develop by-laws
_____	_____ Develop an organizational chart
_____	_____ Develop a committee structure to implement goals
_____	_____ Develop plan for membership selection and turnover
_____	_____ Develop plan for how leaders are selected and succeed one another
_____	_____ Develop a standard orientation for new members
_____	_____ Have member driven written agendas at meetings and stick to them
	<b>Functions</b>
_____	_____ Develop plan for how decisions will be made
_____	_____ Establish internal communication system
_____	_____ Establish system to communicate with various organizations and agencies
_____	_____ Learn how to handle conflict
_____	_____ Develop team spirit so members are committed and involved and have feeling of cohesiveness
_____	_____ Increase knowledge and skills in ATOD prevention
_____	_____ Identify areas members want to know more about
_____	_____ Distribute information, reading material
_____	_____ Plan training in ATOD prevention areas
_____	_____ Other:
_____	_____ Other:

## Tool for Task #2: Establishing Structure And Function

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Completed	Needs Work	
		<b>Roles</b>
_____	_____	Develop policy about kind of "representation" expected of its members (individual or organization)
_____	_____	Develop written expectations for member participation
_____	_____	Develop written description of responsibilities of officers
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		<b>Functions</b>
_____	_____	Develop plan for how decisions will be made
_____	_____	Establish internal communication system
_____	_____	Establish system to communicate with various organizations and agencies
_____	_____	Learn how to handle conflict
_____	_____	Develop team spirit so members are committed and involved and have feeling of cohesiveness
_____	_____	Increase knowledge and skills in ATOD prevention
_____	_____	Identify areas members want to know more about
_____	_____	Distribute information, reading material
_____	_____	Plan training in ATOD prevention areas
_____	_____	Other:
_____	_____	Other:

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## Tool for Task #2: Establishing Structure And Function

### Instructions

Use the **Establishing Structure and Function** checklist with your coalition.

- 1) Go through each item together one by one allowing plenty of time for discussion. Mark each one either "Complete" or "Needs Work."
- 2) Strive for consensus.
- 3) When you complete the list, ask members to prioritize, in order of urgency, each of the items you have marked "Needs Work."
- 4) Assign a committee (if that is appropriate for your coalition) to create an implementation plan to tackle each of the items and present the plan to the full coalition for approval and implementation.
- 5) Ask coalition members to brainstorm a list of resources that might provide assistance on any of the topics.











## Leadership

LEADERS EMPOWER TEAM MEMBERS BY BUILDING NETWORKS. THEY PROVIDE PLANNING AND SUPPORT FOR TEAM MEMBERS. THEY ARE:

- **ATTENTIVE** to and **SUPPORTIVE** of INDIVIDUAL Members Concerns
- **COMPETENT** in **NEGOTIATION, GARNERING RESOURCES, PROBLEM SOLVING & CONFLICT RESOLUTION.**

### **QUALITIES OF LEADERSHIP INCLUDE:**

-  PERSONAL RESOURCES
-  EDUCATION & COMPETENCE
-  A HIGH DEGREE OF POLITICAL KNOWLEDGE
-  COMMITMENT & FLEXIBILITY
-  ABILITY TO FACILITATE AND SET AGENDAS AND RUN EFFICIENT MEETINGS
-  ABILITY TO PROMOTE EQUAL STATUS AND ENCOURAGE OVERALL COLLABORATION
-  ABILITY TO ACCESS THE MEDIA AND DECISION-MAKING CENTERS OF THE COMMUNITY.
-  ABILITY TO NETWORK WITH OTHER COMMUNITY ORGANIZATIONS

## To Effectively Lead a Coalition

- ➔ Start where the coalition members are
- ➔ Understand that each community system has its own unique way of operating
- ➔ Accept that turf issues are inherent in collaborative ventures and address them head on
- ➔ Limit the bureaucratic demands on the coalition members
- ➔ Dedicate time and energy to creating a group identity among coalition members
- ➔ Work with members to develop a mission statement to guide the work of the coalition
- ➔ Engage coalition members in a process of planning and implementation that moves the group to action
- ➔ Establish milestones that can be used to measure progress and celebrate accomplishments
- ➔ Find ways to recognize coalition participants for their involvement

## **Task # 3: Building Capacity for Action**

### **A. Changes in knowledge, attitudes, behavior and skills**

- **Knowledge of prevention concepts, risk and protective factors for substance abuse, and awareness of community resources.**
- **Belief that prevention of substance abuse is possible.**
- **Skills in presenting their views before a group, conducting a community planning process, and designing and implementing prevention programs.**
- **Grantwriting.**

The community coalition brings together representatives from many different sectors of the community. While some will have extensive knowledge and skills relevant to ATOD problem prevention, others will be completely unfamiliar with the area. It is extremely important to orient all members to at least a foundation knowledge of prevention concepts, risk and protective factors for ATOD problems, and a summary of what research and the accumulated experience of the field has taught us (for example, that no strategy, when used in isolation, seems to be effective-thus the need for comprehensive strategies). Without a common foundation of knowledge, some coalition members may advocate the adoption of simplistic and ineffectual fad programs, to then be told that "this doesn't work" by prevention professionals in the group. There's no better way to shut down true participation than to invite it and tell the participant that he or she is wrong. Likewise, opportunities for members to develop new and useful skills can actually be an incentive that increases participation. For example, opportunities to conduct a needs assessment and prepare or present written or oral reports can be developed in subcommittees. Finally, it should not be assumed that representatives from community organizations, even highly placed representatives, have experience with or skills at a community planning process. It may well be necessary to orient and have members "walk through" the phases of the planning process that will be employed. In some instances, even providing "practice" can be useful.

Similarly, divergent opinions are sometimes suppressed because members are afraid to generate conflict. If there have been significant tensions between some or several organizations, making sure that all members feel they possess conflict resolution and consensus building skills can build the confidence to air and resolve strong differences of opinion. The major point is that the community coalition approach cannot assume that just getting the right players around the same table ensures that wonderful things will happen. Building a strong community coalition is hard work, and hard work takes knowledge and skills.

## **B. Establish need or desired linkages with a variety of community organizations outside the circle of your coalition**

- **Establishing and maintaining community contacts**
- **Identify and contact community organizations**
- **Develop on-going communication mechanisms to maintain contact with organizations un-represented on the coalition.**
- **Promote networking and coordination among major institutional representatives in the community.**

Obviously, not all community organizations can be present within a community coalition. Yet, the coalition must establish linkages with a wide variety of community organizations. There are several approaches to dealing with this issue. In some community coalitions, representatives are asked to "represent" the viewpoint of similar organizations from the same community sector. Those representatives who sit on the coalition may be expected to serve as "ambassadors" from the coalition to that sector. Thus, a minister from a particular church may not simply be "representing" his own church but how the "religious sector" (e.g other churches and synagogues) might work on issues. This can entail a serious commitment to go back and "check" with other organizations within the same sector. If this is the case, an explicit expectation should be made clear to potential members from the beginning. Alternatively, the coalition can develop communication mechanisms between the coalition and other organizations which are un-represented, through mechanisms such as designated liaisons, newsletters, updated correspondence to officers or administrators of other organizations, etc.

### **Task 3: Building Capacity for Action (Key Points)**

#### **A. Changes in knowledge, attitudes, behaviors, and skills**

1. It is extremely important to orient all members to at least a foundation of knowledge of prevention concepts, risk and protective factors for substance abuse, and awareness of community resources.
  - a. Without knowledge, some members may advocate for simplistic fad programs, then be told by prevention professionals in the group that "this doesn't work," effectively shutting down participation.
  - b. Developing new and useful skills can be a motivator for members.
  - c. Cannot assume that leadership of organizations have experience or skills in the community planning process.
2. Belief that prevention of substance abuse is possible.
3. Skills in presenting their views before a group, conducting a community planning process, and designing and implementing prevention programs.
4. Grant writing.

**B. Establishing needed or desired linkages with a variety of community organizations outside the circle of your coalition (Key Points)**

1. Establish and maintain community contacts
2. Identify and contact community organizations
3. Develop on-going communication mechanism to maintain contact with organizations not represented on the coalition
4. Promote networking and coordination among major institutional representatives in the community

### Tool for Task #3: Building Capacity for Action

Complete	Needs Work	Scope of Programming: Planning
_____	_____	Strategic planning: 1 year, 5 year
_____	_____	Develop clearer, more specific plans (write clearer strategies and activities)
_____	_____	Get information on programs thought to be promising
_____	_____	_____ Awareness-raising Programs
_____	_____	_____ Skill Building Programs
_____	_____	_____ Alternative Activity Programs
_____	_____	_____ Institutional Policy Initiatives
_____	_____	_____ Enforcement of Laws or Regulatory Initiative
_____	_____	_____ Access to Prevention Services/Early Identification/Referral
<b>Creating Linkages with Other Organizations</b>		
_____	_____	Increase networking with other coalitions to share ideas
_____	_____	Develop plan for creating linkages with other organizations
_____	_____	_____ Undertake joint projects
_____	_____	_____ Coordinate services
_____	_____	_____ Network and share information
_____	_____	Develop system for community-wide planning for ATOD prevention
_____	_____	_____ Develop system to know about other prevention efforts in community
_____	_____	_____ Establish process for organizations to work together in planning or conducting events
_____	_____	_____ Develop clear community-wide goals and plans
_____	_____	_____ Get full participation by groups and organizations in decisions about prevention
_____	_____	_____ Develop clear roles and expected contributions of organizations
_____	_____	_____ Set program standards and guidelines for adoption in community
<b>Evaluation</b>		
_____	_____	Select/design instruments to evaluate top priority activities
_____	_____	Develop process and outcome statements
<b>Public Relations</b>		
_____	_____	Develop public relations plan to develop support from key players
_____	_____	Develop plan to communicate task force success to key informants
_____	_____	Publicize what coalition does with broader community
<b>Strengthen Funding</b>		
_____	_____	Information about possible funding sources
_____	_____	Learn to write grants

### Tool for Task #3: Building Capacity for Action

Complete	Needs Work	Scope of Programming: Planning
_____	_____	Strategic planning: 1 year, 5 year
_____	_____	Develop clearer, more specific plans (write clearer strategies and activities)
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_____	_____	_____ Enforcement of Laws or Regulatory Initiative
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_____	_____	_____ Coordinate services
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_____	_____	Develop system for community-wide planning for ATOD prevention
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_____	_____	_____ Establish process for organizations to work together in planning or conducting events
_____	_____	_____ Develop clear community-wide goals and plans
_____	_____	_____ Get full participation by groups and organizations in decisions about prevention
_____	_____	_____ Develop clear roles and expected contributions of organizations
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<b>Public Relations</b>		
_____	_____	Develop public relations plan to develop support from key players
_____	_____	Develop plan to communicate task force success to key informants
_____	_____	Publicize what coalition does with broader community
<b>Strengthen Funding</b>		
_____	_____	Information about possible funding sources
_____	_____	Learn to write grants

## Tool for Task #3: Building Capacity For Action

### Instructions

Use the **Capacity for Action** checklist with your coalition.

- 1). Go through each item together one by one, allowing plenty of time for discussion. Mark each one either "Complete" or "Needs Work."
- 2). Strive for consensus.
- 3). When you complete the list, ask members to set priorities among items marked "Needs Work."
- 4). Assign a committee (if that is appropriate for your coalition) to create an implementation plan to tackle each of the items and present the plan to the full coalition for approval and implementation.
- 5). Ask coalition members to brainstorm a list of resources that might provide assistance on any of the topics.



## **CONFLICT RESOLUTION**

**Conflict: The verbalization of differences**

### **BENEFITS OF CONFLICT**

- **Increased Problem Awareness**
- **Incentives to Challenge and Change**
- **Improved Solutions That are Responsive to Multiple Perspectives**
- **Builds Morale by Increasing Bonds**
- **Personal Development**
- **Increases Self and Other Awareness**
- **Increases the Ability to See Others Perspective**
- **Fun**

## **Task #4: Planning for Action**

- **Planning community needs**
- **Crystallizing communities goals to be addressed**
- **Choosing multiple strategies to address each goal**
- **Target multiple systems in the community**
- **Pave the way for implementing these strategies with a plan that specifies responsibilities, timelines, budget, and evaluation activities.**
- **Write a plan that is clear and specific.**

Planning in a community coalition is an essential process that must engage and involve all members, and build consensus. While there are many particular approaches to the planning process, all contain common elements, such as a) identifying community needs, b) specifying and prioritizing particular goals/objectives, c) choosing strategies to reach the goal(s), and d) creating timelines and delegating responsibilities for implementing strategies. Each of these elements is important, and there are some common pitfalls in planning with a community coalition. First, there is the issue of a community needs (and resources) assessment. Because members of community coalitions are often action-oriented folks, they can be ready to immediately jump into action and promote their own favorite activities or target populations. Unfortunately, their preferences can be based on only their own perspective, which is only part of the overall community picture.

This is where a systematic community assessment can come in, because it can establish a shared basis for understanding the community and prioritizing goals and objectives. A community assessment can consist of several aspects, such as 1) a demographic social and economic profile compiled from census track and other local data sources, 2) a profile of social indicators of local ATOD problems (e.g., 30-day prevalence of alcohol use among junior and senior high students, number of arrests for driving under the influence, etc.), 3) a survey of current community prevention and healthy promotion programs, 4) special studies of a particular neighborhood. Finally, it's important to remember that particular community strengths should also be assessed because these strengths can be used to address problems. A comprehensive community assessment will help members to all have the same information about their community, and builds consensus towards prioritizing goals and objectives. After goals and objectives have been identified, the community coalition must select an array of prevention strategies; but there are a few words to say about choosing particular prevention programs. It gets back to the idea that coalition members may have a pet program that they have recently heard about which they want to adopt. It's important to recognize that an exclusive focus on selecting promising program activities misses the point that program activities should be logically connected to goals and objectives. A logic model is useful to help clarify such connections.

## Steps in the Planning Process

- Assess needs/problems/issues/conditions.
- Gain thorough understanding of underlying conditions that produce the problem.
- Choose the problem/condition you wish to change.
- Create an outcome statement (goal) you wish to reach.
- Identify the population you wish to target for direct change.
- Assess community resources.
- Identify any organizations that have a stake in this condition.
- Contact those organizations that should participate at the planning stage.
- Introduce research on effective and promising practices.
- Choose from a variety of strategies.

### LOGIC MODEL PLANNING GRID - State of Vermont New Directions Grant

Needs Assessment/ Problem Statement	Risk Factor(s) (Goals)	Objective(s)	Model Program	Methodology	Identify Categories of CSAP Strategies	Activities that Enhance Protective Factors	Evaluation Measures/ Indicators
						Strengthen bonds between youth & adults	
						Build skills necessary for becoming a mature adult	
						Provide opportunities for youth to have meaningful involvement in the comm.	
						Provide recognition for such involvement	
						Communicate & model healthy beliefs & clear standards	

## **Logic Model Planning Grid Directions**

### **Needs Assessment & Problem Statement**

Select from your needs assessment specific data (a couple of sentences) to illustrate your communities greatest needs that you will be addressing.

### **Risk Factor(s)/(Goals)**

Based on your needs assessment data and identified problem statements, choose a risk factor that will address your identified need. Once the risk factor(s) are identified, you may have a single or multiple goal statements. Your goal statement should be stated in non-measurable terms and represent a long-term change in the risk factor you are planning to address. An example of a non-measurable goal is, “reduction of substance use and abuse; “ or “ norms are clear and discourage use.”

### **Outcome Objective**

An outcome objective states the expected amount of change in behavior, attitude, knowledge or condition to whom by when. The specificity of an outcome objective makes it different from a non-specific goal statement, although the goal statement is the first step in the crafting of a more specific objective. The purpose of using outcome objectives is to allow your Coalition and program staff to measure and assess the programs success and limitations on a yearly basis and to utilize this data in conjunction with your process data to determine what, if any, modifications are needed. State your outcome objectives on a yearly timeframe.

### **Model Program/Methodology**

Based on your outcome objectives, which have been based on your need assessment data, identify either a model program and/or methodology that will address the change specified in your objectives. Make sure that the domain in which your risk factor “lives” is the same as the target population identified in your outcome objective statement. For example, if based on your communities needs data the risk factor selected is “ parents use drugs, involve youth in their use or tolerate use by youth,” then make sure the model program or methodology you select targets families. If the need assessment identifies the risk factor to be “begins using at a young age,” make sure you select an intervention that targets peer/individuals, etc.

### **CSAP Strategies**

CSAP has identified six categories of strategies: Information Dissemination, Education, Alternatives, Problem Identification & Referral, Community-based Process and Environmental. Please identify the CSAP category(ies) that will be utilized in the Model Program and/or methodology you have chosen.

### **Activities that Enhance Protective Factors**

Next, indicate a couple of examples of actual activities that you plan to implement that will directly enhance each of the 5 protective factors listed in the Protective Factor column. If your community is using an asset development approach, this is the place to list specific activities that promote the development of the asset(s) that correspond to the model program or methodology being used.

### **Evaluation Measures/Indicators**

Based on the specific change identified in your outcome objective column, identify the indicator (the “what”) and measure (the “how”) you will utilize when assessing the level of change achieved. For example, if your outcome objective is to decrease by 5% parents favorable attitude of underage drinking, your indicator would be that 5% of parent participants in Program X will report a change in their favorable attitude of underage drinking, as measured by the Program X Parent’s Attitude Survey. It is important that you review all evaluation tools to make sure the tool actually addresses the change identified in your outcome objective.

## **Task #5: Implementation**

- **Develop a sequential workplan that sets timelines, allocates resources, and assigns responsibilities.**
- **Implement plans in a way that involves key organizational players, networks, and broad citizen participation.**

Sometimes community coalition members believe that their job is done at the end of planning and little attention is given to designing a plan that engages participant organizations in specific roles in implementation. Developing a sequential work plan that clearly sets timelines, allocates resources, and assigns responsibilities (who will do what by when) can engage the organizational members in specific roles. Implementations must also engage key organizational players of particular settings so that ownership is generated over prevention activities being implemented. For example, if a school principal decided to implement a new curriculum, teachers who are to implement the curriculum might be involved in choosing a particular curriculum. Attention to the quality of implementation is very important. Did the program actually get implemented the way it was intended? Research on prevention programs increasingly point to the importance of ensuring that the implementation is accomplished as intended. This is something that process evaluation can help with.

### **Task #5: Implementation (Key Points)**

#### **A. Need to remember that the end of planning is merely the beginning of designing a plan that engages participant organizations in particular implementation roles.**

1. Developing a sequential work-plan that sets timelines, allocates resources, and assigns responsibilities can engage organizational members in specific roles.
2. Implementing plans in a way that involves key organizational players, networks, and broad citizen participation so that ownership is generated.

## **Tool for Task #5: Implementation Instructions**

### **A. Develop a sequential work plan that sets timelines, allocates resources, and assigns responsibilities.**

- List activities in the order in which they need to be done
- Put a deadline for completion on each activity
- Identify resources needed for each activity
- Identify who is responsible to see that each activity is carried out

### **B. Implement plans in a way that involves key organizational players, networks, and broad citizen participation.**

- Review list of stakeholders who needed to be involved in the planning stage and continue to involve them.

### **C. When the entire plan is complete, convene a Coordinating Committee to examine all the strategies you have chosen, to look for ways to coordinate, reduce duplication of effort, and fill in gaps.**

1. Are any sectors planning to do the same work?
2. If several sectors are doing the same type of strategy, should they be done at the same time? At different times? In the same or different places?
3. Is there duplication of effort anywhere in the plan?
4. Is more than one activity going to reach the same target?
5. Is that intended or duplicative?
6. How else can different sectors coordinate their efforts?

CAUTION: Do not get carried away here. It is very complex to coordinate strategies when only two or three organizations are involved. Coordinating more than that can be overwhelming. Total coordination is not necessary. If you have enough strategies going on in enough places, that is probably sufficient to make an impact. The more coordination and integration the better, and the planning stage is where this can happen.



## Task #6: Institutionalization

- Identify and address coalition process issues
- Identify organizations to continue programs as a part of their mission
- Identify strategies to institutionalize the coalition itself

Institutionalization can occur at three levels for a coalition. The **first** level speaks to the ability to deal with "maintenance" issues such as; having a good process in place for replacing members and cultivating new leaders, having a sound organizational structure that facilitates action and team spirit, reducing costs and increasing benefits of membership etc. The **second** level of institutionalization occurs on a programmatic level, where prevention activities are taken on by existing organizations as part of their regular activities. For example, a church might take over the sponsorship of particular programs as part of its ongoing mission. The **third** level speaks to the ability to weave the coalition itself into the fabric of the community so that it becomes a permanent part of the community. This more formal "institutionalization," may call for the coalition to become its own non-profit or to be officially incorporated into town government, etc.



## To Sustain a Coalition



Stay focused on your mission



Keep the demands on members simple and realistic



Develop clear roles and expectations for members



Provide ongoing opportunities for members to interact socially within the context of the coalition



Maintain a focus on the assets you have to work with as opposed to the deficits that you face



Encourage members to see the coalition as a resource that can help them do their job more effectively



Plan activities that demonstrate clearly the impact of your group



Give recognition to coalition members as often as possible



Legitimize the need for each individual to reevaluate their role periodically



Look for ways to continually recruit new members

## Task #6: Institutionalization

### What is institutionalization?

Making effective prevention practices permanent in the community. We speak of it as weaving a practice into the fabric of the community, or of making a permanent home for it within the community.

### Tips on promoting the institutionalization of strategies.

- A. The first step is to go back to your implementation plan and list the programs and strategies that are appropriate for institutionalization. Use the **Planning for Institutionalization** form for **each** program and strategy you have identified, including a separate sheet for "coalition coordination".
- B. List agencies, organizations, sectors, and groups across the top that may share an interest or concern with the program or practice you have undertaken. List one per block. If possible, try to list more than one.
  1. Fill in each box with the appropriate rating for each group.
  2. Rate each category with a 2 if very compatible or very similar, stable, or very well respected, or very supportive of program; with a 1 if adequate; with a 0 if dissimilar or inadequate; and with a question mark if you don't know or need to find out.
  3. Add up each column and write in the total.
- C. Based on the scores, develop a strategic plan for how your coalition is going to engage the active participation and support of the organizations that you have identified as having the most potential for institutionalizing your programs and/or strategies.

**REMEMBER:** The likelihood of an organization institutionalizing a program or strategy will be increased if:

- ◆ The organization formally agrees to be responsible for it
- ◆ The organization keeps implementing the strategy so it becomes routine and does not appear to be new
- ◆ The strategy becomes part of the structure of the organization-personnel are assigned to supervise it, planning for its implementation is conducted, it is put in the budget even if the organization receives initial funding for it
- ◆ The organization trains others to do the strategy

## Tool for Task #6: Institutionalization

### Planning for Institutionalization of Program "X" Example

	Organization 1 Boys & Girls Club	Organization 2 Parent/Teacher Organization	Organization 3 Family Service Agency	Organization 4
<b>COMPATIBILITY</b>				
Mission	0	2	2	
Philosophy	1	2	2	
Goals	1	0	2	
Other	-	-	-	
<b>STABILITY</b>				
Funding	1	2	2	
Length of Operation	1	1	2	
Other				
<b>RELATIONSHIP</b>				
With Community	2	2	1	
With Target Population	2	0	0	
<b>SUPPORTIVE PERSON</b>				
Level of Support	0	2	2	
Level of Influence	0	2	2	
<b>TOTALS</b>	<b>8</b>	<b>13</b>	<b>15</b>	

## **Tool for #6: Planning for Institutionalization of "Coalition Coordination"**

	Organization 1	Organization 2	Organization 3	Organization 4
<b>COMPATIBILITY</b>				
Mission				
Philosophy				
Goals				
Other				
<b>STABILITY</b>				
Funding				
Length of Operation				
Other				
<b>RELATIONSHIP</b>				
With Community				
With Target Population				
<b>SUPPORTIVE PERSON</b>				
Level of Support				
Level of Influence				
<b>TOTALS</b>				

**Tool for #6: Planning for Institutionalization of \_\_\_\_\_**

	Organization 1	Organization 2	Organization 3	Organization 4
<b>COMPATIBILITY</b>				
Mission				
Philosophy				
Goals				
Other				
<b>STABILITY</b>				
Funding				
Length of Operation				
Other				
<b>RELATIONSHIP</b>				
With Community				
With Target Population				
<b>SUPPORTIVE PERSON</b>				
Level of Support				
Level of Influence				
<b>TOTALS</b>				

