



Module 1

Creating and Maintaining
Coalitions and Partnerships

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Curriculum Authors:

Stephen B. Fawcett, Ph.D.
Kimberly Grassmeyer, Ph.D.
Jerry Schultz, Ph.D.
Valorie Carson, M.S.
Vincent Francisco, Ph.D.

Curriculum Module Set:

Module 1 - Creating and Maintaining Coalitions and Partnerships
Module 2 - Assessing Community Needs and Resources
Module 3 - Analyzing Problems and Goals
Module 4 - Developing a Framework or Model of Change
Module 5 - Developing Strategic and Action Plans
Module 6 - Building Leadership
Module 7 - Developing an Intervention
Module 8 - Increasing Participation and Membership
Module 9 - Enhancing Cultural Competence
Module 10 - Advocating for Change
Module 11 - Influencing Policy Development
Module 12 - Evaluating the Initiative
Module 13 - Implementing a Social Marketing Campaign
Module 14 - Applying for Grants
Module 15 - Improving Organizational Management and Development
Module 16 - Sustaining the Project or Initiative

KU Center for Community Health and Development

A World Health Organization Collaborating Centre
1000 Sunnyside Avenue - Room 4082, Dole Center
Lawrence, Kansas 66045
(785) 864-0533
communityhealth.ku.edu

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Module 1

Creating and Maintaining Coalitions and Partnerships

Participant Guide

“The strength of the ‘union’ in a coalition is the strength of its diversity, and of the extent to which it can find common ground in the context of diversity. Make no mistake—this is not easy work.”

Shoshanna Sofaer, Dr.P.H.
Working Together, Moving Ahead

Introduction

Often, community problems or goals are too large and complex for any one person, agency or organization to address effectively. In those circumstances, putting together some combination of groups and individuals can be an effective strategy for bringing needed resources to bear, and getting everyone working together in common purpose. It means engaging a variety of sectors, such as government agencies and businesses, in the shared work. That is what we mean by a coalition or collaborative partnership – whether it operates at the neighborhood, city, or broader levels.

Unfortunately, few of us have been taught how to effectively lead a collaborative partnership. Yet, when we become part of an effort that is bigger than we are—one that draws on the ideas and talents of ourselves and others—the collective results can be very rewarding, both individually and as a community.

Together, we have learned much from research and experience in promoting community health and development. It is quite rare, if not impossible, for an individual or single organization working alone to bring about improvements in community-level outcomes such as levels of education, employment, or health outcomes. Improving outcomes for the whole community often requires community and system changes that take the combined efforts of multiple parties with varied perspectives and spheres of influence.

As community organizer Arthur Himmelman notes, collaboration involves sharing “risks, responsibilities, resources and rewards” in common purpose. Such alliances do not occur spontaneously.

Improvement in outcomes that matter to communities requires bringing together many people and organizations that care about or could be affected by a common problem or goal. Success is often enhanced by the shared work of the broadest possible combination of people—people who may not even realize that they care about the same interests, or could make a difference.

Such is the work of creating and maintaining coalitions and partnerships. It includes beginning with an idea and then inviting others to help shape it. Seeing the level of the problem and available assets. Determining who might be affected. Speculating about who might be able to help. Inviting again. Asking those invited who else should be at the table. The result of this process might be a partnership between a single school and nearby faith communities. Or, it could be a multi-sector collaboration including many different parts of the community such as government, business, and community organizations. It may be informal; or more structured, such as bi-monthly board meetings, weekly task force gatherings, and local funding for an executive director and staff who helps keep things moving. The range of possibilities is endless.

Module 1 introduces you to the foundational ideas and skills that guide collaborative work. As your understanding of, and ability to do, collaborative work is enhanced; you will then be able to turn to other CTB Curriculum Modules with appropriate grounding for advancing your work.

To make the most of this learning module, consider the following:

PRIOR EXPERIENCE AND UNDERSTANDING

Although prior expertise is not assumed or necessary, you will have greater ability to understand and apply these ideas and skills if you have participated in coalitions or collaborative partnerships. It is important to appreciate the

necessity of engaging multiple constituents in addressing community issues. Finally, you will benefit from reflection on relevant skills, knowledge and networks so that you can learn and contribute to collaborative work in your community.

RECOMMENDED READINGS

We recommend the following readings and resources from the Community Tool Box (online at ctb.ku.edu):

1. [Chapter 1, Section 3: Our Model of Practice: Building Capacity for Community and System Change](#)
2. [Chapter 5, Section 5: Coalition Building I: Starting a Coalition](#)
3. [Chapter 5, Section 6: Coalition Building II: Maintaining a Coalition](#)
4. [Chapter 1, Section 7: Working Together for Healthier Communities](#)
5. [Toolkit: Creating and Maintaining Coalitions and Partnerships](#)

KEYWORDS AND CONCEPTS TO LISTEN FOR

Advocacy, Capacity, Community Change, Coalition, Collaboration, Collaborative Planning, Community, Community Capacity, Community Change, Community Health, Community-level Indicators, Distant Population Outcomes, Environmental Factors, Evaluation Data, Factors Affecting Success, Interventions, Mission Statement, Multisector Collaboration, Partnership, Population Outcomes, Reflection, Renewal, Risk and protective factors, Sector, Shared Vision, Social Marketing, Stakeholders, Sustainability, System Changes, Targeted Action, Vision Statement, Widespread Behavior Change

At the conclusion of this learning module, you may expect to have the following:

KNOWLEDGE

- Knowledge about differing forms of collaboration, including coalitions and partnerships
- Understanding of the crucial role of collaborations in the work of community health and development; the functions they serve, the conditions under which they are more effective
- Key principles to consider in determining why and when you might form a coalition or collaborative partnership
- Key considerations in determining who should be a part of a collaboration, including an understanding of networking, communications, mutual trust, and shared vision
- How to start a community coalition or collaborative partnership, including how to define its agenda, anticipate resources needed, and formalize and structure the initiative
- How to maintain a community collaboration so that its activities and effects are sustained

SKILLS AND COMPETENCIES

- Demonstrate openness to learning from and working with others in common purpose

- Identify, invite and include key collaborators to the initiative
- Create space for connecting individuals and building trust
- Facilitate brainstorming and conversations, encourage consensus, promote shared decision making
- Recognize when the collaboration is in need of renewal or improvement

CORE PRODUCT

Your group's plan for creating and maintaining a coalition or partnership: the framework and process envisioned for your initiative, including a brainstormed list of potential partners and organizations, as well as a preliminary agenda, vision, mission and objectives, potential resources, and probable organizational structure.

BUILDING HEALTHY COMMUNITIES: A PARABLE OF TWO PATHS

In one community – let's call it Prairie Center – people were largely disconnected from each other and from the issues that affected them. Drug use and school failure were widespread. People did not talk with or look out for their neighbors. Every indicator of “community health” – for example, teen pregnancy or trust among neighbors – showed a worsening trend.

In another community – let's call it Sunflower – things had not been much better. But after a tragic event – a death of a child in a drug-related incident – people came together. Neighbors talked with each other about what really mattered. They came to a common vision for the community; “Sunflower will be a place where ALL our children will thrive.” They set some specific objectives; for example, “we will increase rates of school readiness and high school completion by 40%; we will reduce rates of teen pregnancy by 30%.” Most importantly, they started making small changes that supported their goals. Several major businesses allowed flextime for their employees so they could help children – both their own and those of others. The school district expanded the hours of neighborhood schools, creating safe places for children after school. The faith community collected “pledges” of how members would be contributing to the vision of Sunflower as a place supportive of all its children.

The small changes added up. Taken together, the hundreds of changes in programs, policies, and practices led to improvements in outcomes. When new issues came up – when the focus shifted from drug abuse to adequate housing – the community was also successful. Years later, community members used the same skills, such as for planning and advocacy, to make a difference on new issues. In Sunflower, people from diverse backgrounds came together. They brought about change. In short, local people were doing the work of building healthier communities.

Adapted from Fawcett and colleagues, “Building Healthy Communities,” (2000).

SOME LESSONS LEARNED

From thousands of communities across the U.S. and the world:

- a. Local people can work together to make a difference
- b. This requires skill (e.g., assessment, planning, leadership)
- c. The same skills can be applied to address many different community problems and goals

Content Overview

Lesson 1.1 Working Together for Community Change and Improvement: An Orientation and Personal Learning Plan

What is the Nature of Community Work?

A General Framework for Working Together for Community Change and Improvement

Setting Conditions for Success: Factors Affecting the Work of Community Partnerships

Requirements for Leadership and Collaboration

Understanding Self and Strengths

Lesson 1.2 Creating a Community Coalition or Collaborative Partnership

Determining the Conditions for Starting a Coalition

Preliminary Organization

Assembling Members and Reviewing Potential Barriers

Anticipate Potential Resources

Describe Probable Sharing, Functions and Structure

Keeping it Going

Lesson 1.3 Maintaining a Community Coalition or Collaborative Partnership

Why Maintenance?

What Should Be Maintained?

Activities and Considerations in Maintaining a Coalition or Partnership

Lesson Activities and Worksheets

1.1a Personal Vision and Mission Statement

1.1b Personal Learning Plan

1.2a Community Situation

1.2b Identifying Group Players

1.2c Reviewing Barriers and Opposition

1.2d Potential Initiative Structure

1.3a Diagnosing the Health of Your Coalition

1.3b Evaluating Your Coalition's Membership

Lesson 1.4 Putting It All Together: Creating and Maintaining Your New Coalition

Workshop Agenda

Orientation for Module 1 (if appropriate)

Welcome and Introductions: Icebreaker

Expectations/Ground Rules

Review of Curriculum, Module, Background and Learning Objectives

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Lesson 1.1

Working Together for Community and System Changes

OVERVIEW OF THE LESSON

Most of us want the same things for our communities. We want them to be safe from violence and illness; we want neighborhoods that are alive and that work well. And we would like to have people in our lives who care for us and whom we trust.

But how do we develop a community like that? Our belief is that communities are built when people work together on things that matter to them. In this lesson, we'll talk about what we mean by that, and explore how engagement in such work can be a good fit for those involved, now or in the future.

First, we'll look at the collaborative nature of community work: why we believe it makes sense for people to work together to solve problems they share. We will describe a general "model of change" that is used in doing community work. We will consider guidelines, principles, and values that we believe influence how community efforts unfold and provide some broad recommendations for working together to help build healthier communities.

Second, we will explore the leadership values and skills that are required for working effectively within collaborations.

Finally, we'll each walk away with a better understanding of ourselves and our strengths, and a preliminary plan for the development of our personal capacity for community work.

KEY LEARNING

What is a **community**?

By **community**, we mean a group of people who share a common place, experience, or interest. We often use this term for people who live in the same area: the same neighborhood, the same city or town, and even the same state or country. But people may also consider themselves part of a community with others who have had similar experiences such as those who have a disability or are raising young children. Finally, a community may be formed of people interested in the same things such as protecting the environment or reducing violence.

What is **community health**?

Community health refers to the optimal state of health and the realization of the fullest potential of everyone in a community. It asks the questions, "How healthy are all of the members of our community? Are individuals able to reach their fullest potential?"

What is **community capacity**?

Community capacity refers to the ability of community members to bring about change and improvement over time and across different issues. Capacity isn't a one-time thing; like being able to ride a bike, it is not something that disappears once you've experienced it. And like riding a bike, we get better the more we practice.

What is **community and system change**?

Community change refers to those new or modified programs, policies and practices that are brought about by the group and related to the group's purpose. *System change* refers to similar environmental changes, but at a broader level (for example, in data systems or policies that affect multiple communities). These individual changes can include both large and visible changes requiring the efforts of many, such as modifications in the law (like requiring child safety restraints in vehicles), and "small wins" an individual can make alone (like a retail store manager agreeing to place cigarettes behind the service counter to limit access). For example, a community effort to promote childhood immunization might implement changes that include a new program to remind parents of needed immunizations, a modified school or child care policy to require all enrolled children to be fully immunized, and a new practice of providing immunizations during wellness visits at mobile clinics.

WHAT IS THE NATURE OF COMMUNITY WORK?

1. Community work is larger than any one person or organization

Community work is bigger than any one of us alone. At its best, it transcends the agendas and resources of any one person, or any single organization.

2. Community work is dynamic and adaptive

It evolves and changes in ways we can't imagine. It benefits from new ideas and partners. It changes to fit changing political, fiscal, and social realities and the emergence of unanticipated barriers and opportunities. Is it complex? Absolutely! But fascinatingly so. Is it difficult? Almost always. But it's worth the effort.

3. Community problems and goals are inter-related

Another reason that we must all work together to address problems and goals in our communities is that issues that matter to local people, such as child health, academic success, or substance abuse, don't fit into neat categories. The same things that make one issue likely to become a problem often affect other things as well. Seeing connections among problems helps us to see the many ways that a change can contribute to improvement.

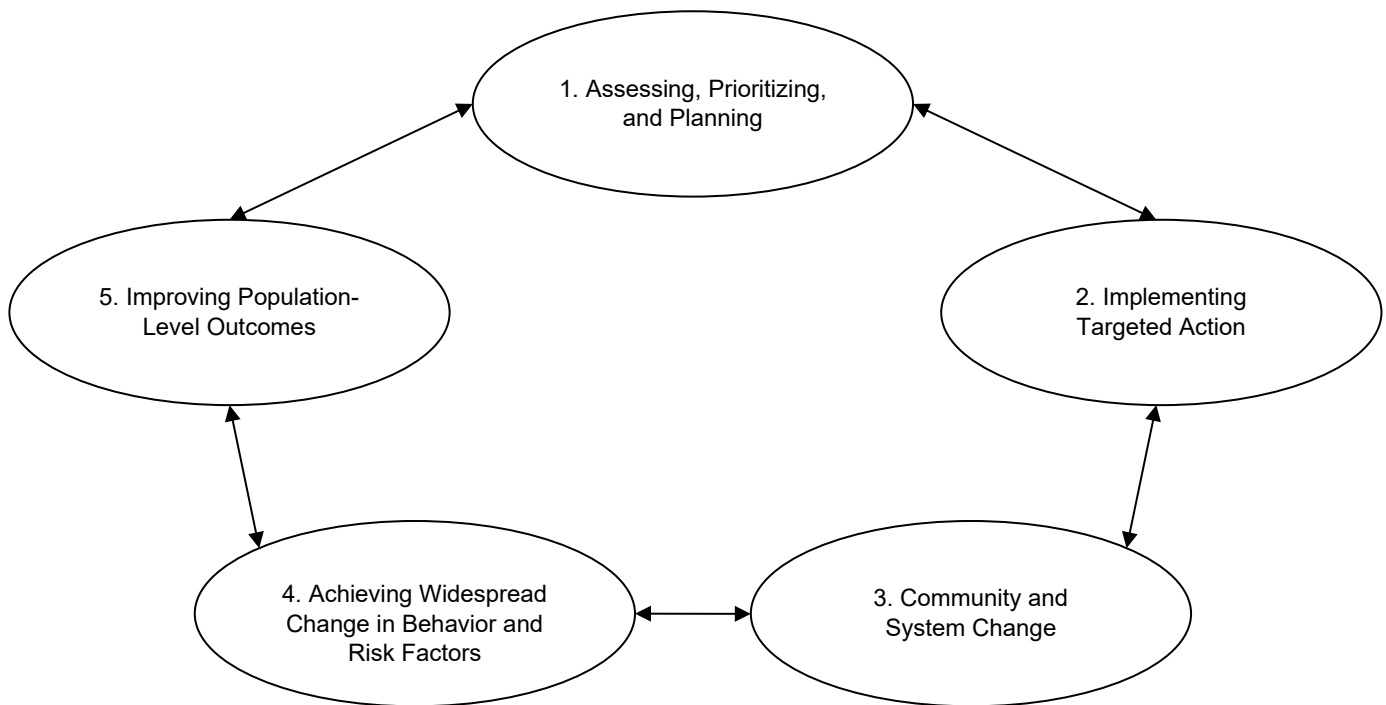
4. Self-determination and democratic principles apply

Building healthier cities and communities also fits with global trends of self-determination and democracy building. The increasing use of communications technology enables more and more people and communities to prepare for and engage in this work. Imagine universal, affordable access to tools for community building and transformation in local libraries, faith communities, cafes, and public buildings! In this new civic ecology, we join together in common purpose across space and time—furthering the work of self-determination and reducing the inequities that hinder social justice.

5. It involves working together on things that matter

Building healthier cities and communities involves local people working together to transform the conditions and outcomes that matter to them. That is why it's worth the effort: it **matters to them**. What a gift it is to find others who care about the same things we care about! What a blessing to know that we need not do the work entirely on our own! What a relief it is to know that we can tap into the strengths of others to complement the strengths that we possess, to fill in our gaps, and together, to make a difference in something that **matters**.

A Framework for Working Together for Community Change and Improvement



This is an adaption of the general framework used by Stephen B. Fawcett and colleagues at the Work Group for Community Health and Development, the University of Kansas, to guide the work of building healthier communities. (See Online CTB [Chapter 1, Section 3: Our Model of Practice: Building Capacity for Community and System Change](#).) This framework was adopted by the Institute of Medicine of the National Academies of Science. [Sources: Fawcett et. al., 2000; Institute of Medicine (2003). Chapter on “Community.” (Pp. 178-211). [The Future of the Public’s Health in the 21st Century](#). Washington, D.C.: National Academies Press.]

This general model is meant to be fluid and interactive. For example, collaborative planning should guide targeted action, which should affect community and system change, and so on.

This model is also meant to be a continuous cycle. For example, improvement in more distant, population-level outcomes, such as reduced rates of violence or improved educational performance, should lead to a renewed cycle of planning and action for these or other issues that matter to members of the community. Success working on one issue leads to greater capacity to attain success on future issues!

With these ideas in mind, let’s look at the individual parts of this logic model or theory of action.

1. Assessing, Prioritizing, and Planning

The first step is developing an understanding of the **context** in which people act. By the context, we mean people's experiences, and all of the factors that make them do what they do. Context is influenced by many things, such as:

- People's hopes and expectations—for example, the belief that things can change
- Social determinants, especially social connectedness, income inequality, and efficacy or capacity to influence things
- Strong and deep leadership—having a diverse team with the vision, competence, and persistence to bring about change
- Jobs and family demands
- Adequate financial resources
- Approval (or resistance) from the community (or from those in authority) when people attempt to change things
- The broader political, social, and economic environment

When people come together to identify and analyze issues that matter to them, they first have to be able to describe what currently exists—the current reality—and to do this, they have to do a thorough assessment and analysis of the situation and community. They can then describe the current reality regarding the health and well-being of the community with **community-level indicators**, which are used to measure the extent of problems (e.g., level of unemployment) or the level of positive behaviors (e.g., percent of high school students graduating) at the local level. The indicators help people describe what is really going on. By reviewing the levels of problems (goal attainment) for multiple issues—and assessing community concern about them—a group can set priorities for its efforts.

It is also important to identify and analyze both the **personal and environmental factors** that contribute to risk and protection around the issue. Personal (or group) factors, such as knowledge and beliefs about how and whether change can happen, affect whether people engage and stay engaged in the work of building healthy communities. Similarly, environmental factors, such as opportunities or barriers to participate, and support or opposition from others, will affect engagement in community work. Factors often interact to create a complex web of influence that must be understood before it can be re-woven.

What are **risk and protective factors**? They are aspects of a person's environment or history, such as support from influential others, that make it more likely (risk factors) or less likely (protective factors) that she or he will develop a given problem. Often, risk and protective factors can be considered flip sides of the same coin—for example, adolescent peers may encourage or discourage their friends from engaging in unhealthy or risky behaviors.

With an understanding of the context, the group can move forward with planning. **Collaborative planning** is a critical and ongoing task of a successful group. It brings together people and organizations with different experiences and resources. Together, they clarify or develop the group's vision, mission, objectives, strategies, and action plans. In doing so, they can bring about changes in the community that support the desired behaviors and improvements.

2. Targeted Action

The planning process should be followed by **action**, that is, going out and doing what was outlined. For example, a community effort to ensure clean water might take action by contacting local officials who are responsible for water quality or advocating for new regulations that will carry penalties for those causing harm. If the plan of action was thorough, this part should generally go fairly smoothly. Similarly, your initiative may be implementing **interventions**, including evidence-based programs and practices to modify behavior and improve outcomes.

That's not to say there aren't bumps in the road. Sometimes, action runs into some pretty serious **resistance or opposition**. Your initiative will want to anticipate, and then overcome, to the best of your ability, most opposition, so that your actions and interventions have the opportunity to create the results and outcomes you've visualized. The more people you attract to your initiative, and the more committed they are to a shared vision and the diverse perspectives that are reflected in it, the more likely you will be to defend, deflect, or respond effectively to criticism and concerns.

3. Community and System Changes

The goal of the action plan is to change conditions or to bring about identified community and system changes—new or modified programs, policies, and practices that will reduce risk for a problem or enhance the probability of a desired behavior—sought by the effort. Bringing about these changes is an important step towards achieving your organization's goals.

By **community change**, we mean those new or modified programs, policies, and practices related to the group's mission. Examples of each might be:

- A “safe-ride” program giving free rides so people don't need to travel alone in unsafe areas after dark (a new program)
- Implementing stronger penalties for people who commit crimes using a weapon (a change in policy)
- New employment practices that allow workers flexible time to be with children after school (a change in practice)

System changes are similar to community changes, but take place on a broader level. For example, a business might implement its child-friendly practices throughout the whole community or nationally.

Bringing about community and system changes may benefit from advocacy strategies, and from documenting progress along the way. **Advocacy** and the influence of public policy require that your initiative be armed with credible information. **Documentation and evaluation** of the initiative's intermediate outcomes (e.g., community and system changes) should be continuous. Be listening, reviewing, researching, measuring, and analyzing your work from the very start. You will want to document and analyze the contribution of changes, then to communicate this evidence of progress strategically to all those who care about the effort.

4. Widespread Behavior Change and Change in Risk Factors

When community and system changes occur, they should, when taken together, change the environment in which people behave. The environment refers to the personal and environmental (protective and risk) factors we mentioned earlier. The intended effect of environmental change is **widespread behavior change** and related **risk/protective factors** (like improved eating habits and participation in physical activity). The aim is to affect behavior change in large numbers of people in the community who had been engaging in behavior or affected by an issue related to the group's objectives.

5. Improving Population-Level Outcomes

If there is widespread behavior change (such as less drinking and driving), then the hope is that **population-level outcomes** (such as safer neighborhoods for children, less alcoholism, or fewer vehicle deaths) will follow. It is improvement in more **distant population-level outcomes**, such as reducing violence or increasing employment rates and family incomes, that is the ultimate goal of collaborative partnerships.

By addressing personal and environmental factors through community and system change, over time groups can improve outcomes related to the issue. **Evaluation data** on community-level indicators can help you determine just how much progress you have made towards your ultimate goals. Documentation of community and system change, and analysis of its contribution (e.g., amount of change by goal, duration, place), can help us understand the effort and make adjustments along the way.

6. And, of Course, Sustaining the Effort

Finally, we have found that initiatives must engage in the work of **sustainability** from the beginning of the effort. At best, community work not only affects specific outcomes, but it also builds **community capacity** to address future challenges. Changes of the kind we are discussing, which support and sustain behavior change in large numbers of people, require substantial time to improve outcomes—some even decades or generations. As a result, resources and momentum for the group's efforts must be continually renewed. Coalitions and partnerships may use **social marketing** and other efforts to promote and sustain new behaviors; communicate the depth of commitment necessary to realize lasting change; maintain forward momentum and build on small gains; and continually reflect on what is working and what must be adapted. Most often, community groups **write grants** and find alternative sources of funding by partnering with others who have similar visions and missions. Along the way, such efforts must be accountable to those they serve by demonstrating progress and enhanced capacity, if not clear successes, with population-level outcomes.

SETTING CONDITIONS FOR SUCCESS

Factors affecting the work of community partnerships

In our lives, some things work, and others don't. Why is that? We understand intuitively that the answer is often several factors—probably a combination of things. Quite simply, a few factors often mean the difference between success and failure. To increase our chances for success, we should try to assure that those key conditions are present.

In the previous section, you were introduced to a general framework or logic model for building healthier communities. Several factors make it more or less likely that a community group will succeed in accomplishing each component of that framework.

Seven factors, based on research by the KU Work Group and others, are consistently related to success in improving community health and development efforts. Stephen Fawcett and colleagues presented them elsewhere as part of a “memorandum of collaboration” among those doing community work—the community coalition or partnership, those supporting and evaluating the work, and those funding it. [See the CTB, [Chapter 1, Section 7: Working Together for Healthier Communities](#), by Stephen Fawcett and colleagues.] These seven factors are:

1. **Clear vision and mission:** Clarity and agreement about what success would look like, what the group will do to achieve it, and why.
2. **Action planning:** Identifying particular community and system changes to be implemented and who will do what by when to bring them about.
3. **Leadership:** Strong and distributed leadership in service to the group's purposes.
4. **Resources for community mobilizers:** People must be available to follow through on bringing about community and system changes and implementing interventions identified by the group.
5. **Documentation and feedback:** The group should receive regular and ongoing feedback on the rate of community and system change and its contribution to behavior change and population-level outcomes.
6. **Technical assistance:** Training and support from outside and local experts can aid in critical tasks such as action planning, intervention, and evaluation.
7. **Making outcomes matter:** Rewards, such as annual bonus grants or outcome dividends for progress and achievement, can help bridge the long delay between the initial planning and the improvement in population-level outcomes.

To set conditions for success, the group might consider establishing a “memorandum of collaboration” between all interested parties in the coalition, support and evaluation organizations and grant makers. Such agreements can help clarify the distinct and complementary roles for the different parties.

REQUIREMENTS FOR LEADERSHIP AND COLLABORATION

What qualities of community workers, such as respect for others and willingness to listen, bring people together? Many of these attributes and behaviors – including clarity of vision, capacity to support and encourage, and tolerance of ambiguity – are similar to those of leaders in other contexts. Others are somewhat unique to the fluid and relational nature of community work. The idea of leading in such a dynamic context can be daunting. It is understandable to wonder if you could handle it. It is our experience, however, that almost anyone can, and particularly if you share or develop some assumptions, qualities, and skills.

1. Some Assumptions About Leadership in Community Work

- **Everyone can lead.** Opportunities to transform conditions and bring people together are everywhere.
- Things go better when **leadership is distributed** among different people working in common purpose.
- **Strong leaders are present everywhere**, even in the most economically deprived communities.
- People’s **values** enable them to **stay committed**.
- Community work is like that of a “**secular church**” – it is a “calling” to service.
- Responding to events and opportunities to build community often **takes us beyond what we know**.

- Leaders have the ability and inclination to ***dream big***.
- ***Being in two cultures promotes creativity*** – for example, when the work is grounded in the experience of local people and research knowledge, creative approaches may result.
- The central ideal of community work is ***service***.

2. Qualities and Attributes

So, what is the relationship between personal qualities and attributes, the experiences and environments that shaped them, and the work of community change?

- a. Community leaders bring a ***lifetime of experience*** to the work.
- b. Community leaders seem to possess certain ***attributes***, including:
 - ***Integrity***: To trust you, people have to know that you say what you believe and act accordingly. If people trust you, they may follow you to the ends of the earth.
 - ***Courage***: Leadership means that you show others the way through the dark, scary forest. Go ahead and speak the truth, even when it's not popular.
 - ***Commitment***: You have to stick with this work through the good times, and the bad. Your commitment will serve as a model.
 - ***Ability to care about others***: People will follow you if they know you genuinely care about them and about others. The greater your ability to care about all types of people, the more confidence they will have in you.
 - ***Creativity and flexibility***: Every situation will call for a different response. Be ready to change and come up with new solutions.

3. Skills and Core Competencies

How do people learn how to lead? Can they learn how to lead? Of course they can. If some of the requisite personal qualities noted above are part of who you are, then you can learn the skills of leadership and make an even greater difference.

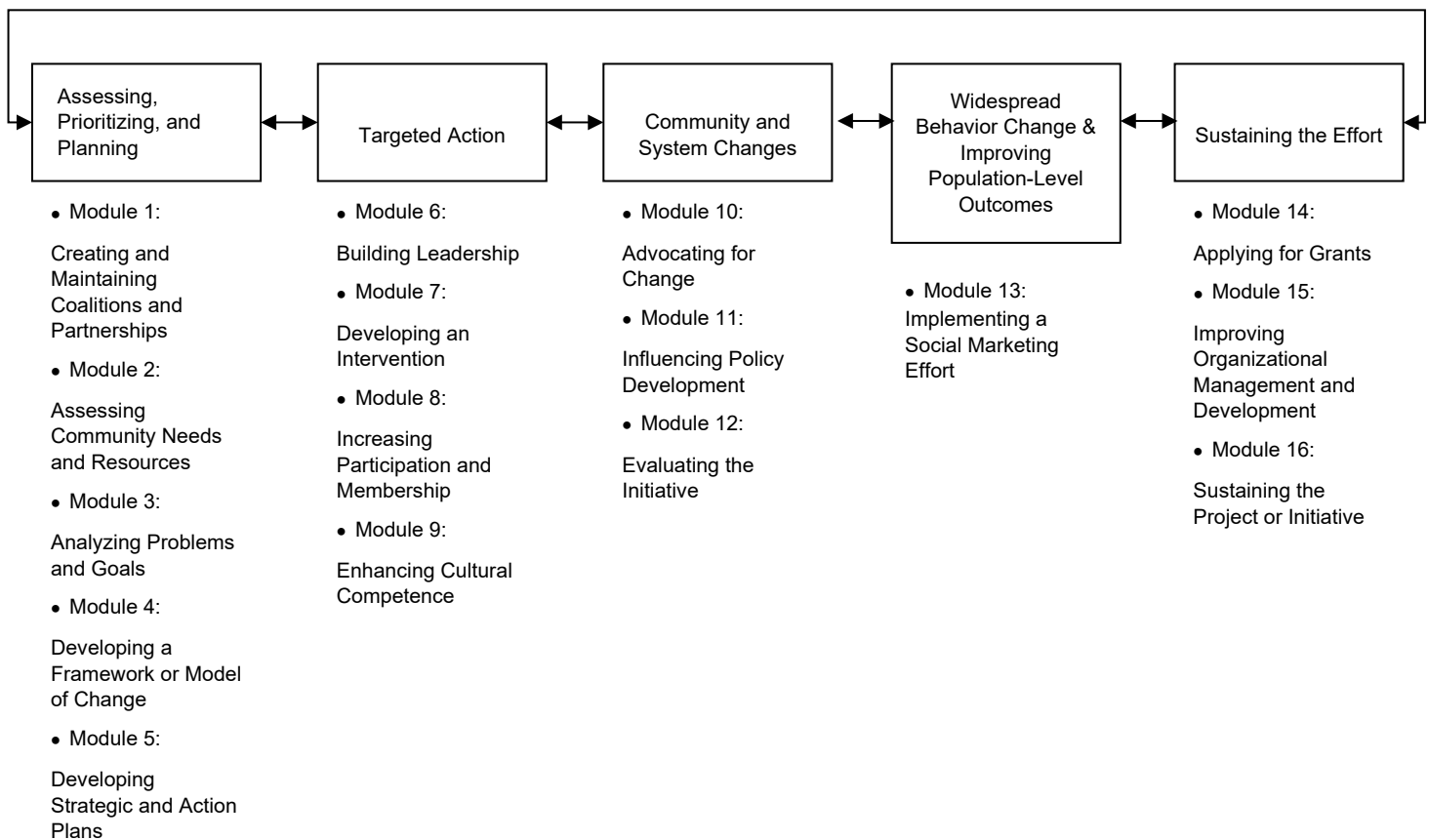
You can prepare to be a leader by:

- Jumping in and practicing
- Observing others lead
- Finding a mentor
- Taking a class or workshop
- Reading books (and Community Tool Box sections – see Chapters [13](#) and [14](#)) about leaders and leadership
- Any combination of the above

Another way to train to be a leader is by learning and practicing the *16 Core Competencies* that help define community work. The core competencies, such as planning and advocating, can be taught. They form the foundation of the Community Tool Box and this curriculum. No one individual can ever expect to have full competency in all areas, and you don't have to be able to do all of these things right now. However, you are most likely already doing some of them, and can develop some level of ability in the others. The *16 Core Competencies* that define the CTB curriculum are shown in the chart on the following page. Supports for learning these can also be found in the Community Tool Box. (Go to the CTB homepage, click on "Learn a Skill" to review "toolkits" for the 16 core competencies.)

The 16 Core Competencies: A Framework for Community Change and Improvement

What Do I Need To Do?



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Of course, different competencies become more or less important depending upon the focus of your efforts, your initiative’s stage of development, and the strengths of your partners. But at some time, most community change efforts will require members and leaders who can exercise these competencies. It is up to you to decide whether you have strengths in these areas, whether you will need to develop your strengths more broadly or deeply, and how you will partner with others who bring different competencies to this work.

UNDERSTANDING SELF AND STRENGTHS

IF we believe that community work is best achieved in collaboration with others; and

IF we believe that there are certain conditions or factors affecting a community’s capacity to bring about community and system change, related widespread behavior change, and improvements in population-level outcomes; and

IF we know that there are ways in which we can contribute as individuals to these collaborative efforts for the good of others,

THEN it becomes crucial to determine the role(s) that each of us can take on within our organizations.

Each of us must make an individual decision about the gifts, knowledge, and skills that we have to share; about the type of effort that we want to engage in; and, the appropriate time and place for our contribution. A mismatch, no matter how well intended, will not serve the individual well, and more importantly, cannot serve the effort well. This is hard work. Using the best of what any person has to offer helps ensure that it does not become drudgery.

Remember the seven factors or conditions of more successful community efforts that we discussed earlier? Well, it turns out that we can make use of a couple of those components on a “micro” level—that is, for each of us individually—to help us be more successful as well.

1. Personal vision and mission

One of the most important components of finding a match between community needs and personal strengths, is the same as the first item noted for communities—that is, being clear about our own personal vision(s) and mission. This can be difficult to do, because making a public statement about what we value or are committed to means that we may be held accountable for that statement. However, we believe it is precisely that accountability and bold sharing that give us courage to take steps toward fulfilling our personal vision(s) and mission.

2. Personal Action Planning: What you can do, for whom, and when

Once you have identified your values and dreams—the things that matter most to you—you can begin to spend energy determining how, when, and where to make your contribution. Again, your goal is to find a fit between the community’s needs and your values and gifts.

There is a great variety in how different people work with different efforts. There are wide ranges of needs, wide ranges of scope, and wide ranges of impact. Your clear assessment of your own interests and skills is crucial. If you walk into an effort asking how you can help, you will immediately be put to work. You may end up doing something that is difficult for you, that you dislike, or that you can't stick with over time. And if those things happen, the effort is doomed for you, the initiative, and perhaps unwittingly, those that the effort seeks to serve.

But if you go in knowing a range of things that would be doable, that you're good at, and that can fit your schedule, the likelihood for success is increased tremendously. That doesn't mean you will never be asked to, or volunteer for, a distasteful or difficult task that must be done for the good of the group. You must be willing, in community work, to do hard things. The point is, on balance, you must feel good about what you're doing or you are likely to burn out, become a drain on the effort, or leave. Take a moment to think about or write down your responses to the following:

- a. Some things that I do well: (e.g., public speaking, making posters, working with children)
-

- b. Some community issues that are important to me or that I would be proud to be associated with: (e.g., disparities in health, environmental causes, violence against women)
-

- c. Chunks of time or small parcels of time that I could volunteer in: (e.g., one hour each week, one afternoon a month, one week in the summer, two years after college, bi-annual event)
-

- d. Where I could reasonably go to fulfill my vision: (e.g., my neighborhood, my city, my school, a developing country)
-

Candid answers to these questions will allow you to approach initiatives with a clear idea as to ways in which you can help, so that together you can find common ground. Or, you can simply join people that you care about, doing something that you care about, and JUMP IN! Your passion may move you in directions that you never thought possible.

Entering the Stream

A decision to become involved in community work – to enter the stream – can be made with concentrated reflection, almost as a spiritual insight. This choice more likely grows within us over time than is made in an instant. Our personal experience can move us to want to make a difference, to do good work, and to fill a need. Passion is required for the work. Passion must be paired with competence and commitment if our work is to be effective and sustained.

In this lesson, you were introduced to some of the foundational assumptions and values of community work. We provided a framework and some factors that can influence success in the work. We also introduced some of the leadership qualities, attributes, and competencies required for the work. We challenged you to think about your “fit” with the work.

The questions posed should be asked and answered many times over. Your personal mission can and will evolve as you engage more fully in the work. Your learning plan will change as you develop more savvy about your own talents and the needs of your community.

You are invited to continue this discernment process as you journey through the remainder of this curriculum. The lessons offer ideas and practical skills, and opportunities to practice. But always, the engagement of your heart and mind are required for success.

For novices, it is time to enter the stream. For others, it is time to reflect on our experience, and pass it on to others.

Lesson 1.2

Creating a Coalition or Collaborative Partnership

KEY LEARNING

What is a *partnership*?

“A mutually beneficial and well-defined relationship between two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.” —*Amherst Wilder Foundation*

What is a *coalition*?

In the simplest terms, a coalition is a group of individuals and/or organizations with a common interest who agree to work together toward a common goal. Coalitions may be loose associations or structured organizations, formal or informal, voluntary or mandatory; they may serve a neighborhood, locality, larger community or an entire group.

Both partnerships and coalitions are examples of *collaborations*, or more likely *multisector collaborations*, relationships between organizations from different sectors or parts of the community (e.g., schools, government, business, faith organizations). A multisector collaboration is defined as “voluntary, strategic alliance(s) of public, private, and nonprofit organizations to enhance each other’s capacity to achieve a common purpose by sharing risks, responsibilities, resources and rewards” —*Arthur T. Himmelman*

Goals of coalitions and collaborative partnership often include:

- Bringing about new programs, policies or practices to address a specific issue (e.g., substance abuse, housing, education)
- Changing the individual behaviors of large numbers of people (e.g., drinking alcohol and driving)
- Building a healthy and more just community (e.g., promoting caring relationships, reducing disparities in outcomes)

DETERMINING THE CONDITIONS FOR STARTING A COALITION

Before learning and practicing the specific steps that must be taken to develop a coalition or collaborative partnership, we must understand the different reasons that such groups are formed, and when they are most likely to have an impact.

According to coalition experts Phil Rabinowitz and Tom Wolff (see CTB [Chapter 5, Section 5: Starting a Coalition](#)), there are ten reasons why a community might choose to start a coalition or collaborative partnership.

Why start a coalition?

1. To address an urgent situation
2. To empower a group, or the community as whole, to take control of its future

3. To obtain or provide services
4. To bring about more effective and efficient delivery of programs, and eliminate unnecessary duplication of effort
5. To pool or combine resources
6. To increase communication among groups and break down stereotypes
7. To revitalize the sagging energies of members of groups who are trying to do too much alone
8. To plan and launch community-wide initiatives on a variety of issues
9. To develop and use political clout to gain services or other benefits for the community
10. To create long-term, permanent social change

Coalition experts Rabinowitz and Wolff also suggest seven situations when developing a coalition might be particularly appropriate.

When should you develop a coalition?

1. When dramatic or disturbing events occur in a community
2. When new information becomes available
3. When circumstances or rules change
4. When new funding becomes available
5. When there is an outside threat to the community
6. When a group wishes to create broad, significant community change
7. When you have not only a good reason for starting a coalition, but also the possibility that one can be started successfully in the community
 - The problem or goal is clear
 - There is some level of trust among individuals and organizations
 - A coalition is the best response to the issue

PRELIMINARY ORGANIZATION

When you are in a situation that might benefit from a coalition or collaborative partnership, some clear and important steps will help you make this happen. Take a moment to think about or write down your responses to the following questions (in the CTB website, under “Learn a Skill,” see the Toolkit on “Create a Coalition or Partnership” for a complete outline):

1. **Describe the multiple organizations that have come together in common purpose.**
 - a. What are the problems or goals that have brought together these multiple organizations in common purpose?

- b. Who you are or what groups do you represent?
 - 1) Who is represented in your group, including those most affected by the issue?
 - 2) Why and how is the group in a position to make a difference?
- c. Why is creating a partnership needed to accomplish your goal?

2. Keeping your broad goals in mind, assemble the coalition's membership:

- a. Who needs to be involved in order to accomplish your anticipated goals?
- b. Compile a list of potential candidates, individuals, or organizations to be involved and review it to check for completeness.
- c. Recruit emerging "leaders in the community" as a rich source of perspectives, knowledge, and clout. Go beyond often-tapped formal leaders to "informal" ones, leaders among volunteers, leaders from both the organized and "developing" sectors of the community, and leaders among youth, elders, the poor, and people with disabilities who bring often overlooked capabilities to the common work. Who else might be included?
- d. How will you go about connecting with and approaching potential partners regarding membership?

With the assistance of your newly assembled partners and community members affected by the issue, you're ready to move forward. Your organization will engage in a full process of strategic planning at some point, at which time you can formalize these next two steps. But for the moment, progress means having some preliminary idea of direction.

3. Briefly outline your partnership's vision and mission. Use as a starting point the statements you prepared in Activity 1.2a:

- a. Vision Statement—summarize your coalition's dreams for the future. A vision statement should be:
 - 1. Easy to communicate to potential new members
 - 2. Uplifting and inspiring, clearly communicating your hopes for your community
 - 3. A reflection of the perspective of the community it represents

For example, a group to reduce violence in the community might have vision statements that include: "Safe community," or "Peace in the neighborhood."

- b. Mission Statement—outline your collaborative partnership's mission. It should include:
 - 1. A statement of what it is going to do and why
 - 2. Widely inclusive language to avoid limiting potential new members and strategies with which to bring about the vision

For example, a mission statement for a group to improve educational outcomes might be: “Improving educational outcomes [the why] through a school-community partnership to provide support and advocacy [the what].”

4. **State the objectives or goals, needed resources and relationships to accomplish your objectives, and key agents of change in the partnership.**
 - a. Summarize the anticipated results of the group’s activities. What would be different in your community when you have reached your goals? Who will have what done by when?
 - b. Review evidence that the problems or goals that the coalition has chosen to address are important to the community.
 - c. Identify available resources and relationships that will be needed to bring about change.
 - d. Determine the target populations you most want to affect and those in your community whose actions can influence them, either directly or indirectly.

It is now time to consider some issues in more depth. You have a preliminary agenda and membership, as well as a proposed vision, mission and objectives that provide a general roadmap for future steps.

ASSEMBLING MEMBERS AND REVIEWING POTENTIAL BARRIERS

5. **Re-examine the group’s membership in light of your vision, mission, and objectives.**

Consider again the steps you went through in step two. Do a completeness check. Were all alternatives considered? Have all voices been heard, all reasonable partners invited to the table and made welcome?

Coalition experts Phil Rabinowitz and Tom Wolff identify a number of barriers to starting a coalition. (See [CTB Chapter 1, Section 5](#)). Which ones are prominent in your community or situation?

6. **Describe potential barriers or opposition** to your collaborative partnership’s success and strategies to address them. Consider:
 - a. Competition or turf issues
 - b. Bad history between local agencies or with the community
 - c. Dominance by “professionals” within the coalition and in community relationships
 - d. Poor links to the community
 - e. Minimal organizational capacity
 - f. Funding (too much or too little)
 - g. Failure to provide and create leadership within the group
 - h. The perceived costs of working together outweigh the benefits

ANTICIPATE POTENTIAL RESOURCES

7. **Anticipate what resources, both financial and personal, will be needed to support the group's activities and infrastructure.**
 - a. Create a budget to determine what immediate and future resources will be needed. Include projected expenses, projected income, and the projected gaps between expenses and income.
 - b. Use the anticipated budget to evaluate the financial resources needed to sustain the programs and services of the initiative, to stimulate creative ways in which resources other than money could be generated and from whom in order to meet some of the anticipated expenses, and to prioritize which programs and services the initiative wishes to address are the most important and/or cost-effective ways to meet the group's goals.
 - c. Identify potential sources of funding and support, including in-kind support from member organizations.
 - d. Form a committee, such as a Financial Sustainability Committee, to help acquire appropriate resources.

DESCRIBE PROBABLE SHARING, FUNCTIONS AND STRUCTURE

8. **Describe how the coalition will function as an organization and how responsibilities will be shared among partner organizations.**
 - a. Formation of your collaborative partnership may result in the partner organizations interacting with each other in new ways and with different levels of shared resources and responsibilities. These may include networking, coordination, cooperation, collaboration, and multi-sector collaboration, among others.
 - b. Prepare organizations to successfully work together by:
 1. Clearly defining the purpose and scope of the project;
 2. Clarifying how working together will benefit each partner/organization and advance its own interests;
 3. Describing the roles and responsibilities of each participant, making sure mechanisms for communication and joint accountability are in place, fostering respect and trust among key players to support the level of risk and interdependence involved in the project, and promoting a healthy working relationship among partners.
9. **Describe the structure** your collaborative partnership will take as an organization. Consider the structure for decision-making, rules for operation, and planned distribution of the work. When determining the formality of the structure, consider the stage of development, relationships among members, motivation levels, tasks, size, leadership experience, and urgency for taking action.

Choose the organizational structure which best serves your collaborative partnership's needs and operating strengths. Several common forms include:

1. Steering committee: A few chosen people get the group started
2. Coordinating council: Ongoing coordination of the group's activities
3. Advisory or supporting committee: Offers guidance and brokers connections to ideas and people

4. Board of directors: Functions as a governing body, but with little responsibility for coordination and supervision of staff
5. Task Forces: Members work together around board objectives
6. Action Committees: Members work to bring about community and system changes related to the mission

Remember, choosing an organizational structure now does not mean it will remain in that form forever. As the coalition grows and changes with time, the partners may want to revisit the organization's structure and modify it to increase effectiveness.

KEEPING IT GOING

10. Outline how you will maintain momentum and foster renewal.

- a. Incorporate crucial qualities into the collaborative partnership's meeting and planning structure to keep people involved and contributing. These should include the 6 R's:
 1. **Recognition** of people for their contributions. This could be done in a newsletter, on social media, or during a meeting or recognition ceremony.
 2. **Respect** for people's ideas, values, and time. Are meetings organized and efficient? Is the atmosphere welcoming?
 3. **Role**. Ensure meaningful ways for people to contribute to the effort.
 4. **Relationships**. Recognize people's needs to connect with others.
 5. **Reward**. The benefits of participation should outweigh the costs.
 6. **Results**. Be sure to share evidence that the group is making a difference. Success stories and small wins go a long way.
- b. Promote the importance of "regular maintenance," or check-in's regarding the coalition's vision and progress, as well as any emerging issues or problems. Schedule this reflection at regular intervals.
- c. Conduct reviews of any difficulties using external consultants or an internal team of selected members. This could include aspects such as leadership, governance, division of labor, plans, funding, and visibility and public support.
- d. Increase opportunities for communication among partners or members about accomplishments and concerns by:
 - a. Encouraging feedback at regularly scheduled meetings
 - b. Conducting retreats for staff or teams
 - c. Creating a space in daily communication for personal difficulties or dissent
 - d. Asking about performance or suggestions for improvement via mail, e-mail, or telephone

Coalition experts offer these general guidelines for giving your collaboration a head start:

- a. Communicate.
- b. Be as inclusive and participatory as you can.
- c. Network like crazy.
- d. Try, at least at the beginning, to set concrete, reachable goals.

- e. Be creative about meetings.
- f. Be realistic about what you can do: don't promise more than you can accomplish, and always keep your promises.
- g. Acknowledge diversity among your members, their ideas, and their beliefs.
- h. Praise and reward outstanding contributions and celebrate your successes.

How can you best assure that these features are incorporated into your organization's style? What structure will increase the probability of your community effort's success?

Lesson 1.3

Maintaining a Coalition or Collaborative Partnership

Sometimes, groups find that they're not growing or achieving their objectives as quickly as desired (or at all). If your collaborative partnership is in this situation, it may be time to re-examine the preparations you made initially, and their relevance to the current state of your group's membership, goals, and resources. Revisit your core assumptions and plans. Ask how past successes can be built on or enhanced, and identify the barriers that need to be removed for (continued) success. Furthermore, it may be timely to develop a plan for the maintenance and renewal of the group as time passes and goals are met.

WHY MAINTENANCE?

Starting an organization is a daunting task. Once things are up and running, there is a great tendency to breathe a sigh of relief and rest. However, future accomplishments depend on the ongoing health of the initiative. We know that maintenance and renewal is more cost effective than trying to fix things or start over again.

Some key reasons for maintenance include:

- Coalitions involve human relationships that are complex and ever-evolving
- The environment both internal to and external to the initiative is always changing
- Change is necessary for organizational health
- Renewal is basic to organizational life

WHAT SHOULD BE MAINTAINED?

What need to be maintained are the key structures, functions, and relationships both within and external to the partnership that helped get it started in the first place. They include the coalition's:

- Reason for being – its vision and mission
- Basic governance and operating rules of the coalition
- Leadership
- Membership
- Division of labor within and among the leaders and members
- Strategic and action plans, both short- and long-term
- Actions and results, so it is accomplishing what it means to in the world
- Funding, so those accomplishments can be maintained
- Visibility in the larger community
- Public support
- Spirit: the good feelings and relationships among all involved

The earliest steps in maintaining a coalition or partnership (or any other group or relationship, for that matter) are represented in what participants know, do, and experience. Stated as specific guidelines:

- Those engaged must be aware that maintenance is necessary
- Those engaged must participate in maintenance efforts
- All participants should be included at some level in the design and implementation of a plan
- All participants ultimately will benefit from the thoughtful work of caring maintenance

The considerations and steps that follow should spark your initiative to develop a maintenance plan appropriate to your circumstances and challenges.

ACTIVITIES AND CONSIDERATIONS IN MAINTAINING A COLLABORATION OR PARTNERSHIP

1. Bring together current members of your partnership to describe the current reality.

The voices of all coalition members, reflecting the widest possible array of perspectives, will be necessary to create a complete picture of the initiative's current reality and future prospects. Ask tough questions that will help you identify what is going well for the initiative and should be continued, and what needs to be improved or discarded.

- a. Are the prior vision, mission, and objectives still relevant? If not, should they be revised?
- b. Does the organization need to engage in further planning, and, if so, what information is needed?
- c. What resources are lacking that could remove barriers to achieving your goals?
- d. Does the coalition lack key partners or enough members to effectively intervene?
- e. Are current partners participating regularly or intermittently? What might motivate them to be more engaged?
- f. Are there organizational or management concerns that hamper working relationships, and, if so, how can members work differently to be more effective?
- g. Is there opposition to your organization's actions? How can you counter that opposition so it does not impede your goals?

2. Determine what changes need to be made for you to move ahead based on feedback from partners.

Integrate feedback into a plan articulating action steps, timeframes, and persons responsible for each component. These activities may include:

- a. Redefining the coalition's agenda and/or objectives.
- b. Increasing or strategically expanding the organization's membership to better achieve your objectives.
- c. Developing a plan to encourage greater participation among current or prospective members.
- d. Re-examining the nature of working relationships among current partners and putting in place a structure that increases their effectiveness and efficiency.
- e. Identifying how to best overcome barriers to success, including current and potential sources of opposition.
- f. Responding to your opposition's tactics constructively.

3. **Re-examine your coalition or collaborative partnership's agenda** including who you are and what you want to accomplish.
 - a. Review your coalition's current vision and mission.
 - b. Revisit your objectives, needed resources and relationships, and key agents of change of the collaborative partnership.
 1. Summarize what has already resulted from your activities and what you still anticipate. What new resources and connections will you need to accomplish them?
 2. State your original hypotheses about the root causes or factors contributing to the problem or goal the group is addressing. Are they the same as when your initiative began? Should they be refined? Who can effect change in those areas in your community?
 - c. Describe how the current members of the partnership and the organizations they represent will help you accomplish your goals. This step will help you to identify any gaps or overrepresentation as you seek to improve the morale, commitment and efficiency of members and partners in subsequent steps.

4. **Increase or expand the coalition's membership** to increase your effort's scope and success.

How might your current membership be changed to increase your organization's success? Over time, the amount of work your coalition has taken on may have grown enormously while membership levels have not. Alternatively, you may find that you have plenty of person-power, but no members with connections to those sectors of the community within which you need to work to get your goals accomplished. How will you establish relationships in those sectors and other areas crucial to your success?

- a. Describe how current membership may be hampering your success—e.g., not enough members, not enough resources, certain sectors of the community with crucial knowledge or experience with the problem or goal are not represented, partners with similar goals are not working together with you.
- b. Make a plan to identify and recruit additional members
 1. Identify those you want to partner with to build your organization—include those who can further your vision and mission, fill unfilled needs, bring additional needed and anticipated resources, and are ready to participate in the effort.
 2. Compile the list of potential candidates and review with current membership for completeness and add others if necessary.
 3. Choose individuals within your current membership to approach potential candidates, especially utilizing already existing relationships among current members and potential individuals and organizations.

5. **Increase the level of commitment and motivate partners and community members to increase their level of participation.**

Your organization may have all the members and connections it needs to accomplish its goals or overcome an identified problem, yet you are still having trouble getting there. Perhaps your members have lost their initial level of energy and motivation. Or, now that you have identified a need to increase or expand your membership, you are not sure how to motivate community members to get involved. How will you go about engaging those you need to assist you in your work?

- a. Re-examine who is not currently participating (either current members or potential ones) and brainstorm why they are not involved. This may include barriers to participation, such as inconvenient meeting times and places, lack of incentives to be more involved, such as failure to express appreciation or to provide opportunities for people to contribute their talents and act on their interests.
- b. Outline different ways that new individuals or organizations can be involved, including finding new opportunities for current and potential members to showcase their strengths, gain recognition, and build personal and professional relationships.
- c. Identify potential obstacles to participating. What affects participation and how can obstacles be removed or lessened to improve the opportunity for caring partners to engage in the work? Some possibilities include:
 1. Inadequate communication with the community
 2. Limited experience with collective action
 3. Preconceptions and attitudes about the efficacy of participating
 4. A history of being neglected or ignored
 5. A belief that leaders are resistant to change or already have their minds made up
 6. A sense of powerlessness and that the problem is beyond members' scope of change
 7. Lack of time, transportation, and child care
 8. Over-involved or over-bearing leaders who are unwilling to share the responsibility and rewards of community work
 9. Committees that are too large for efficient decision-making
 10. Poorly organized action groups that are not coordinating with other similar minded organizations in the community
 11. A history of unproductive meetings leading to cynicism about the group's effectiveness
- d. Develop and implement a plan that will motivate current and potential partners to become more involved with the organization's efforts and keep them involved. What actions can your organization's leadership take to better utilize current members, involve new members, and encourage long-term participation?

Some possibilities include:

1. Remove as many of the earlier identified obstacles to participation as possible
2. Get to know each person within the partnership, so you can better engage them in activities that utilize their talents and interests
3. Use people's strengths and make sure they are aware of how their participation is appreciated and important to the organization's success
4. Consider why members have become involved in the first place (e.g., to make a difference, to gain friendships, to be recognized for their contribution) and grow these opportunities
5. Promote opportunities for members to use their abilities and leadership skills and gain additional self-confidence
6. Match each person's talents, skills, knowledge, and experience with appropriate projects and efforts to enable their success

7. Be organized and focused with well-defined plans, goals, and purposes so members will feel like they are working toward an achievable goal
8. Always keep a positive attitude and promote good communication with and among partners

6. Characterize the level of collaboration that partners' organizations share and explore if changing it will bring about greater success for the whole coalition:

- a. Review the extent of collaboration by considering each type of sharing and mutual influence:
 1. Exchanging information
 2. Modifying activities
 3. Sharing resources
 4. Enhancing the capacity of each organization
- b. Invite organizations to reaffirm or adjust their commitments to the original collaboration by revisiting the steps originally taken in "creating" the initiative
 1. Affirm or redefine the purpose and scope of the collaborative project
 2. Affirm how the collaboration will benefit each partner/organization
 3. Describe the roles and responsibilities of each participant, perhaps revisiting the "Memorandum of Collaboration," and ensure that communication and accountability mechanisms are in place
 4. Foster respect and trust among key players
- c. Describe the nature of the collaborative relationship—how the different organizations have been working together and how they may be expected to work together in the future. If possible, reaffirm or create a new "Memorandum of Collaboration" that outlines your agreement. Understand that the current relationships among organizations need not be fully collaborative, but instead may be less formal and less committed working arrangements that still enhance both initiatives. Develop an agreement as to the level of organizational relationship necessary for the organizations to accomplish their common goals.

7. Identify current barriers to your collaboration's success and related strategies for addressing anticipated conflict or problems, as these may have changed considerably from the outset of your effort. Recall from the "creating" lessons that these might include:

- Competition or turf issues
- Bad history
- Dominance by "professionals"
- Poor links to the community
- Minimal organizational capacity
- Funding (too much or too little)
- Failure to provide and create leadership
- The costs outweigh the benefits

8. **Determine who is opposing your collaborative partnership's efforts currently, identify what their tactics are, and plan how your partnership can best respond.**
 - a. Ask who will lose if your intervention succeeds or your objectives are met. Who will lose money, power, influence, or time and resources?
 - b. Project how much power anticipated or identified opponents have in the community. What do they have power over? Resources? Support from others? Political decision-making?
 - c. Identify what tactics they are using to oppose your efforts.
 - d. Choose how you will deal with the opposition.

Coalition expert Bill Berkowitz reminds us that there are options to understanding the existing effort.

9. **When maintaining or enhancing your partnership at its current level is no longer appropriate or feasible, consider alternatives, such as:**
 - a. **Growing**—in a planned and controlled fashion, which may enable you to do more or work at additional levels. Keep in mind that expansion will require additional resources (both financial and personal) and will require expanded leadership. Planning for growth will relieve many of these pressures.
 - b. **Spin off another group**—new initiatives may be encouraged to “take on a life of their own” and to function independently.
 - c. **Change focus**—if the original objectives are met, yet there are still unresolved issues or problems in the community which partners or members are motivated to address, the coalition may decide to tackle a new challenge.
 - d. **Merge with another, like-minded organization**—if your resources are depleted or you believe that merging with another organization would increase your chances of achieving your goals.
 - e. **Cut back**—current levels of involvement may no longer be necessary to maintain the changes within the community as other organizations take the lead in maintaining ongoing programs or advocacy.
 - f. **Simply dissolve the group**—e.g., if your mission was accomplished and your vision is firmly in place in your community.

Activity 1.1a

Personal Vision and Mission Statement

Time: 20 minutes

Goal: This exercise is designed to help you frame your individual dreams into personal visions, and then from them, describe your personal mission. Because the end result of this visioning process typically requires much reflection and soul searching, we can only hope to frame a preliminary vision and mission statement that is likely to take shape and grow with time.

Steps:

1. First, just relax and listen to this idea: “Young people often have big hopes and dreams for what they can do to improve their worlds. If each one of us could remember our dreams as children, we might recall that we had some big dreams, too.”
2. Take a few minutes to think about yourself as a young child. If you had been asked at that time what you would do to change the world if you could, what would your response have been? What would you have wished were different? Make notes of the most important parts of your vision so that they can be shared with others.
3. Try to remember when you were an adolescent (if you are now older than that). Again, take a few minutes to think about what you wanted to change in the world. Put aside the practical considerations and fears that often bind adult thinking. Also, make some notes of important aspects.
4. Now, brainstorm a list of dreams you would like to see come true today. What would things look like if what matters to you were actually brought about? For example, your list might include: “All children have caring adults in their lives,” “Safe neighborhoods,” “A just world.” The list should include both things that you believe you might be able to influence and those that you may believe are out of your reach. Try not to limit your thinking to the context of current reality, but do think about an ideal for your family, neighborhood, community, or group that is important to you. You need not limit yourself to a single vision—multiple vision statements are encouraged!

Now, if you can, put this vision or ideal into just a few words, like “Children with caring adults” or “Healthy neighborhoods,” to make a **vision statement**.

Martin Luther King, Jr. said, “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” Justice. Child well-being. Appreciation for differences. Now there are some elements for a very powerful vision statement!

5. Translate the broader ideals and the dreams you’ve identified into a **mission statement**—what you will do and why. This should make sense for you personally and includes the what and why of reaching those dreams. For example, “My personal mission is to build a healthy neighborhood [the why] by advocating for better schools and jobs for our people [the what].” These are going to be the **things that matter to you**, and can be shaped into a personal mission statement. Write out a sentence to remind you of *what* you are doing and *why* you are doing it.

6. Using the key ideas from these reflections, complete the following statement:

My name is:

and my personal vision (dreams for making a difference in this work) is:

Carrying It Forward

Reflect on the value of dreams of a better community, and how they can help us to see things anew. Is it hard to verbalize “dreams” as an adult? If so, why? Is it possible to make dreams come true? Why or why not? If we work to achieve our dreams, but don’t succeed, do we fail? Should we even try? How do you help others to dream?

Activity 1.1b

Personal Learning Plan

Time: 10 minutes

Goal: This exercise is designed to help you identify competencies in community work that you currently possess, and those that you will need to develop further. It will be used to help create your plan for learning (including through the CTB Curriculum).

Steps:

1. Take a look at the chart on the following pages that identifies the *16 Core Competencies*, and also the more discrete skills that make up each one. Think about the importance of each skill for you and your community effort. Consider whether you already have experience in the area, would like a bit more understanding, or need a great deal more information and practice.
2. In the first column, indicate the *importance* of this competence or specific skill area to you and your organization or community effort. Circle “High,” “Medium” or “Low” to reflect the level of importance.
3. In the second column, indicate your *satisfaction* with your current level of skill in this aspect. Circle “Low,” “Medium” or “High” to show your current level of skill or competence.
4. To identify relative strengths, note those competencies and skills with a “High” level of importance and a “High” level of satisfaction with your current skills. Consider how your competence could be an asset for the group.
5. To set priorities for learning, select those competencies and skills with a “High” Level of Importance and “Low” Levels of satisfaction with current ability. Place an asterisk (*) next to those areas that are top priorities for further learning.
6. Share with others the votes that you have cast personally. Together determine, on a common chart, the areas that participants most often selected as “High” importance and “Low” satisfaction in their present abilities. These are the areas in which there is the greatest need for learning and practice for you and your group members. Consider how further training and experience, and the competence of some group members, can aid in personal and group learning.

Carrying It Forward:

Reflect on the nature of community work and its many aspects. Is the list daunting? Does it help you understand why community work is best done in collaboration with others? How so? How will you begin to add to your own

competencies? Would your priority list change if you were in a different situation? How will you share what you know with others?

16 Core Competencies Scoring Sheet

On the following pages, you will consider using this process when together with other members of your group by completing the “16 Core Competencies Scoring Sheet.” How will you make note of each other’s strengths and how each person contributes to the whole? How can you use the information to plan for training, technical assistance, and other group plans for learning?

16 Core Competencies Scoring Sheet

Importance of This Skill **Satisfaction with My Skill** **Core Competencies and Specific Skills As Reflected in the CTB Curriculum Modules and Lessons**
 (circle one) (circle one)

High	High	Creating and Maintaining Coalitions and Partnerships
Medium	Medium	<i>Lesson 1.1 Working Together for Community and Systems Changes</i>
Low	Low	<i>Lesson 1.2 Creating a Coalition or Collaborative Partnership</i> <i>Lesson 1.3 Maintaining a Coalition or Collaborative Partnerships</i>
High	High	Assessing Community Needs and Resources
Medium	Medium	<i>Lesson 2.1 Understanding and Describing the Community</i> <i>Lesson 2.2 Assessing Community Needs</i>
Low	Low	<i>Lesson 2.3 Identifying Community Assets and Resources</i> <i>Lesson 2.4 Conducting Community Assessments</i> <i>Lesson 2.5 Doing SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats</i>
High	High	Analyzing Problems and Goals
Medium	Medium	<i>Lesson 3.1 Naming and Framing Problems and Goals</i> <i>Lesson 3.2 Analyzing the Problem or Goal</i>
Low	Low	<i>Lesson 3.3 Identifying Personal and Environmental Factors that Contribute to Risk and Protection</i> <i>Lesson 3.4 Identifying Targets of Change and Agents of Change: Who Can Benefit and Who Can Help</i> <i>Lesson 3.5 Generating and Choosing Solutions</i>
High	High	Developing a Framework or Model of Change
Medium	Medium	<i>Lesson 4.1 Developing a Logic Model</i> <i>Lesson 4.2 Intervention Mapping</i>
Low	Low	<i>Lesson 4.3 Reviewing and Building Consensus on the Framework or Model of Change</i>

High	High	Developing Strategic and Action Plans <i>Lesson 5.1 VMOSA I: Vision, Mission, and Objectives</i>
Medium	Medium	<i>Lesson 5.2 VMOSA II: Strategies and Action Plans</i>
Low	Low	<i>Lesson 5.3 Reviewing and Building Consensus on Your Action Plan</i> <i>Lesson 5.4 Using Strategic and Action Plans to Guide and Enhance Your Work</i>
High	High	Building Leadership <i>Lesson 6.1 Community Leadership: Some Key Ideas, Styles, and Qualities</i>
Medium	Medium	<i>Lesson 6.2 Developing a Preliminary Leadership Plan</i> <i>Lesson 6.3 Collaborative Leadership</i>
Low	Low	<i>Lesson 6.4 Servant Leadership</i> <i>Lesson 6.5 Developing a Great Leadership Team</i>
High	High	Developing an Intervention <i>Lesson 7.1 Developing a Preliminary Community Intervention</i>
Medium	Medium	<i>Lesson 7.2 Reviewing and Selecting “Best Practices”</i>
Low	Low	<i>Lesson 7.3 Adapting Interventions to Fit the Local Context</i>
High	High	Increasing Participation and Membership <i>Lesson 8.1 Identifying and Connecting with Those to be Reached</i>
Medium	Medium	<i>Lesson 8.2 Recruiting New Members to the Organization or Effort</i>
Low	Low	<i>Lesson 8.3 Engaging Community Members in the Effort</i> <i>Lesson 8.4 Maintaining Involvement and Sustaining Commitment</i>

16 Core Competencies Scoring Sheet

Importance of This Skill **Satisfaction with My Skill** **Core Competencies and Specific Skills As Reflected in the CTB Curriculum Modules and Lessons**
 (circle one) (circle one)

High	High	Enhancing Cultural Competence <i>Lesson 9.1 Understanding and Assessing Cultural Competence</i>
Medium	Medium	<i>Lesson 9.2 Building Culturally Competent Organizations</i>
Low	Low	<i>Lesson 9.3 Supporting People Who Experience Discrimination</i> <i>Lesson 9.4 Building Culturally Inclusive Communities</i>
High	High	Advocating for Change <i>Lesson 10.1 Twenty Guidelines for Effective Advocacy</i>
Medium	Medium	<i>Lesson 10.2 Preparing for Advocacy Through Research</i>
Low	Low	<i>Lesson 10.3 Matching Advocacy Tactics with Your Situation and Goals</i> <i>Lesson 10.4 Implementing Advocacy Tactics with Allies and Against Opposition</i>
High	High	Influencing Policy Development <i>Lesson 11.1 Setting the Public Agenda</i>
Medium	Medium	<i>Lesson 11.2 Conducting Research to Influence Policy Development</i>
Low	Low	<i>Lesson 11.3 Developing Policy Goals and Plans</i> <i>Lesson 11.4 Gaining Support for Policy Options</i> <i>Lesson 11.5 Assuring Accountability and Enforcement of Existing Policies and Laws</i>
High	High	Evaluating the Initiative <i>Lesson 12.1 Concepts and Attributes of Evaluation</i>
Medium	Medium	<i>Lesson 12.2 Determining Who Cares and What They Care About</i> <i>Lesson 12.3 Developing Evaluation Questions Consistent with the Framework and Intervention</i>
Low	Low	<i>Lesson 12.4 Gathering Evidence to Address the Evaluation Questions</i> <i>Lesson 12.5 Using Evaluation Data to Learn and Make Adjustments</i> <i>Lesson 12.6 Communicating the Findings to Relevant Audiences</i> <i>Lesson 12.7 Using Standards to Assess Your Evaluation Plan</i>

High	High	Implementing a Social Marketing Effort
Medium	Medium	<i>Lesson 13.1 Engaging in a Social Marketing Campaign</i>
Low	Low	<i>Lesson 13.2 Listening to Those Whose Behavior Matters</i>
		<i>Lesson 13.3 Communicating Information to Key Audiences</i>
		<i>Lesson 13.4 Making the Desired Behavior Change Easier and More Rewarding</i>
		<i>Lesson 13.5 Supporting and Maintaining Behavior Changes</i>
		<i>Lesson 13.6 Using Principles of Persuasion to Influence Adoption and Use of Practices</i>
High	High	Applying for Grants
Medium	Medium	<i>Lesson 14.1 Preparing to Request Funding</i>
Low	Low	<i>Lesson 14.2 Developing a Budget That Reflects Your Project or Initiative</i>
		<i>Lesson 14.3 Identifying and Communicating with Potential Funders</i>
High	High	Improving Organizational Management and Development
Medium	Medium	<i>Lesson 15.1 Developing Governance and Management Structures</i>
Low	Low	<i>Lesson 15.2 Managing and Enhancing Human Resources</i>
		<i>Lesson 15.3 Creating Sound Business and Financial Operations</i>
		<i>Lesson 15.4 Ensuring Excellent Communications</i>
High	High	Sustaining the Work or Initiative
Medium	Medium	<i>Lesson 16.1 Developing a Plan for Sustaining Your Program or Initiative</i>
Low	Low	<i>Lesson 16.2 Using the Twelve Tactics for Sustainability</i>
		<i>Lesson 16.3 Developing Business and Marketing Plans</i>

Activity 1.2a

Assessing the Fit with Community Situation

Time: 25 minutes

Goal: This exercise is designed to help you assess the extent to which the situation and timing is “ripe” for the development of a coalition or collaborative partnership in your community.

Steps:

1. Brainstorm what you believe to be the top two or three issues facing your community—or—the problems or goals you most want your proposed (or current) effort to address.
2. Gather with two or three other individuals—preferably those who might represent a perspective different from your own. Try to determine one issue that you can agree is significant. Define the problem or goal as clearly and concisely as you can, preferably using this type of framing:

The problem is that there is too much/too little/too many/too few ____ (behaviors or conditions), with the result that ____ (outcomes).

For example: The problem is that too many youths are smoking, with the result that they have become addicted to tobacco products and are at risk for later health problems, which also has financial and health consequences for others.

OR The goal is that there be more/less/many/fewer ____ (behaviors or conditions), with the result that ____ (outcomes).

For example: The goal is that more neighbors and other adults have caring connections with children, with the result that children experience support and become caring members of the community themselves.

3. Identify as a group (to the best of your ability) the organizations or individuals who might become involved in addressing such an issue, and determine the level of trust and cooperation you might expect today between those parties.
4. Determine (as a group) what level of intervention might be necessary to address the issue effectively (e.g., at the level of neighborhood, city/town, county, state).
5. Consider (as a group) why a coalition of these individuals and organizations is an appropriate way to address your selected issue, or whether a different approach might gain more ground or have more credibility. Answer the questions:
 - a. Is a coalition or partnership an appropriate strategy for what we hope to do?
 - b. Can our goals be achieved without partnering among multiple organizations? Why or why not?
6. Consider whether the timing is ripe for a coalition. Answer the questions: Why this? Why now?

Activity 1.2a (cont.)

Community Situation

1. Using the key ideas from your conversation, complete the following statement:

Our proposed partnership among (what types of organizations/community sectors):

at what level:

is essential to addressing (the problem/goal of):

Carrying It Forward

Reflect on what you are learning about the realities facing the community and potential collaborators. Is the timing right to form a coalition? If the group is determined to move forward with the development of a collaborative partnership, are they prepared for these realities? Is this analysis useful in increasing chances for success of the effort? Should it be repeated, and, if so, how often or at what markers? How will you use these considerations in planning for partnerships in your own community?

Activity 1.2b

Identifying Stakeholders

Time: 25 minutes

Goal: To identify the stakeholders, opinion makers, and community leaders who may benefit from or contribute to your potential effort. These are the people and organizations you must make a deliberate decision about including (inviting to membership, engaging as collaborators, providing information, soliciting support) or excluding, with a sound and acceptable rationale for each decision.

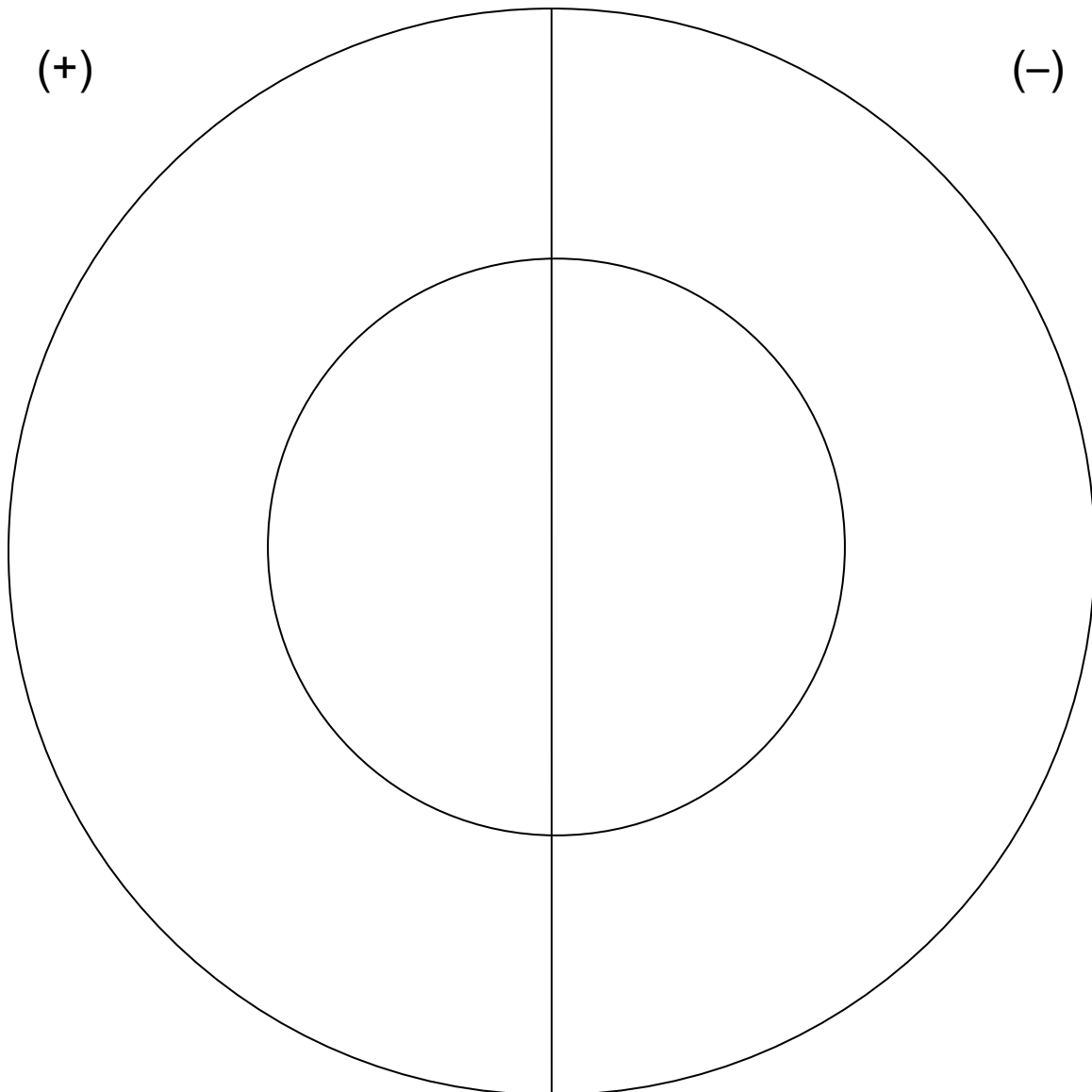
Steps:

1. For 3-5 minutes, brainstorm individually all of the people, groups or organizations that could be affected by or who could affect the success of your potential initiative. Think as broadly as possible—and list everyone who comes to mind, including funders, media, faith communities, traditional community leaders, grassroots leaders, other coalitions, youth, those experiencing the problem, etc.
2. On an overhead or piece of newsprint, draw a two-ring bull's-eye, split down the center vertically with a line. Mark a "+" at the top of the left column, and a "-" at the top of the right column (*see example, next page*).
3. Solicit input from the group, putting the names of individuals and groups who would be **most affected by** or have the **greatest impact on** the initiative in the **center circle**, on the side that corresponds to their likely support/opposition (left, for positive contribution; right, for potential opposition or negative contribution).
4. In the outside circle, identify the individuals and groups who will be **moderately or only partially affected or invested** in the initiative, also noting whether their involvement would be positive (supportive of your group's goals and strategies) or negative (opposing your group's work).
5. Outside of the circles, identify those who would likely not be affected, but who **should still be** invited to engage.

Adapted from the "Naming Your Publics" exercise of Trustee Leadership Development, Inc. Used with permission.

Activity 1.2b (cont.)

Identifying Stakeholders



Carrying It Forward

Reflect on ways to engage (or limit opposition from) the identified parties, and the value of doing so. Are there individuals or groups you should be sure to include? Others with whom it is not in your best interest to engage? Persuade to join the effort? When assembled, will the organization look like your community? Are there groups missing? Overrepresentation by some? Is there sufficient diversity, including by race, ethnicity, gender, age, income, and power?

Activity 1.2c

Reviewing Barriers and Opposition

Time: 15 minutes

Goal: To review potential barriers or opposition to your partnership and how to address them.

Steps:

1. For about 3-5 minutes, brainstorm individually some of the barriers or opposition to the group's success. Use your reflections in step six from the text to complete the following worksheet.
2. Place an asterisk (*) next to those issues that may be particularly important to address.
3. For the priority issues, outline the partnership's plans for minimizing or overcoming these forms of barrier or opposition.

Carrying It Forward

Reflect on potential barriers or opposition to your group's effort. What types of issues could get in the way (e.g., competition or turf issues, bad history)? How could they affect success? How will you use this process in your home organization or community?

Activity 1.2c (cont.)

Reviewing Barriers and Opposition

Some Potential Barriers or Opposition (Be specific about how this affects the partnership)	Plan for Minimizing or Overcoming This Issue
1. Competition or turf issues	
2. Bad history between community and partnering organizations	
3. Dominance by “professionals”	
4. Poor links to the community	
5. Minimal organizational capacity	
6. Funding (either too much or too little)	

7. Failure to provide and create leadership opportunities	
8. Costs outweigh the benefits	
9. Other	

Activity 1.2d

Potential Initiative Structure

Time: 20 minutes

Goal: This exercise is designed to facilitate conversation among members of your organization around creating an organizational structure that will reflect their own and the group's goals. It is a brainstorming process that engages every participant individually, then builds consensus as to priority activities.

Steps:

1. Each person will be provided with three "sticky notes" (or paper and tape) on which they will write their ideas about the three elements of an effective organizational structure:
 - a. A form of governance for decision making
 - b. Rules by which the organization will operate
 - c. A planned distribution of the work
2. All participants will share, one at a time, their choices, along with their ideas as to why such a choice is appropriate for the initiative. Their "sticky notes" are then placed onto flip chart pages. A facilitator may, with group consensus, combine similar items into categories, or place like items together. This placement will visually reinforce the group's interest in a particular structural aspect.
3. Each person will be provided with an option to "vote" for the structural aspects that seem most likely to lead to success. One option is to provide each member with three colored "label" dots for each of the three categories (governance, rules, work), placing their dots next to the suggestions that they view as having the most merit. Another option is to ask each person to place a mark next to preferred approaches.
4. The facilitator then engages the group in a discussion as to the viability of establishing selected top vote-getters as a preliminary structure for the initiative.
5. Discussion should also include individual commitment statements from each person in support of particular roles or tasks to implement the agreed upon structure.

Carrying It Forward

Reflect on what you anticipate the full group will be most comfortable with in each area. What governance/rules/workload would fit (or be opposed to) your expectations? Could alternatives work? Why or why not? How will you use this exercise in your situation?

Activity 1.3a

Diagnosing the Health of Your Coalition

Time: 25 minutes

Goal: To help you individually assess what you believe to be the current reality of your collaborative partnership. Developed by Gillian Kaye, an experienced community organizer, this assessment tool is used most effectively when provided to multiple parties with varied perspectives on the initiative. Distribute this to all participants and communicate the results to the group. Use the assessment to facilitate conversation among members and to generate ideas about how to move the group forward.

Steps:

1. For about 2 minutes, scan the checklist to see if it seems right for you and your collaborative partnership. Even if the entire piece may not seem relevant, consider that most initiatives benefit from reflecting on these questions.
2. Respond to the checklist items thoughtfully, and tally up your scores.
3. Discuss with a partner how you might make use of this instrument in your home organization or community. Who else will you include? How will you collect and communicate the results? Can you imagine forming a task force or holding a retreat of all members to generate recommendations based upon the results? How might you seek consensus or otherwise implement recommendations? What would be required to ensure adopted changes are implemented in actual practice? How often do you imagine using this process?
4. Return to the large group to discuss reactions to the assessment, what was learned, and how it might be used to improve the functioning of your organization.

Carrying It Forward

Reflect on the value assessing the functioning of your group. What did you learn? How might it pay off for your collaborative partnership? How might you use this information to support maintenance or renewal of your organization?

Activity 1.3a (cont.)

Diagnosing the Health of Your Coalition

Diagnosing the Health of Your Coalition Assessment Instrument

Developed by Gillian Kaye, President, Community Development Consultants, Brooklyn, NY

Using the scale below, rate each component of your organization, then tally your score on the worksheet provided at the end.

Strong or Always			Weak or Never		
5	4	3	2	1	

1. The clarity of your coalition’s vision, mission and goals

- A. Your coalition’s vision (your dream) and mission (what you are going to do) take into account what is happening in the community.
- B. Your vision, mission and goals are written down.
- C. Residents and institutions are aware of your coalition’s vision, mission and goals.
- D. Your coalition periodically re-evaluates and updates its vision, mission and goals.
- E. Your coalition’s activities are evaluated in relation to its vision, mission and goals.

2. The effectiveness of your coalition structure

- A. Your coalition has a regular meeting cycle that members can count on.
- B. Your coalition has active committees.
- C. All of your members have copies of the bylaws.
- D. Your executive board and committees communicate regularly.
- E. Your executive board meets on a regular basis with good attendance.

3. The effectiveness of your outreach and communication

- A. Your coalition has a newsletter or another method of communication that keeps the community updated regularly and informed about your activities.
- B. You use a survey or other method to collect information about members’ interests, needs and concerns.
- C. You always publish survey results and use them to guide your coalition’s projects.
- D. The survey is conducted every year or so because the community and residents change.
- E. Your coalition “goes to where members are” to do outreach, including where people live, shop, and work.

4. The effectiveness of coalition meetings

- A. Members feel free to speak at a meeting without fear of being confronted for their views.
- B. Your coalition advertises its meeting with sufficient notice by sending out agendas and fliers in advance.
- C. You provide childcare and language assistance when needed.
- D. You accomplish the meeting's agenda in meetings that start and end on time.
- E. You hold meetings in centrally accessible, comfortable places and at convenient times for all members.

5. Opportunities for member responsibility and growth

- A. Your coalition makes a conscious effort to develop new leaders.
- B. You offer training and support to new and experienced leaders, either through your coalition or through outside agencies.
- C. Your "buddy system" matches less experienced members with leaders to help the former learn jobs and make contacts.
- D. You give committees serious work to do.
- E. Leadership responsibilities are shared; for example, you rotate the chairing of a meeting between members.

6. The coalition's effectiveness at planning, implementing and evaluating projects

- A. At the beginning of each new year your coalition develops a plan that includes goals and activities to accomplish during the year.
- B. These plans are based at least in part on information collected from member surveys.
- C. After each activity or project, the leadership or the committee evaluates how it went in order to learn from the experience.
- D. Your coalition always organizes visible projects that make a difference to members.
- E. When you undertake projects, you develop action plans that identify tasks, who will do them, and by what target dates.

7. Your coalition's use of research and/or external resources

- A. Your coalition works with other coalitions in the community on common issues, and with city-wide organizations that address critical community concerns.
- B. Your coalition utilizes the resources and information of other organizations that can help the community, such as training workshops.
- C. Your coalition keeps abreast of issues affecting communities across the city and state.
- D. Outside speakers come to meetings to address topics of interest to members.
- E. When your coalition wants to work on an issue, leaders know where to go to get necessary information such as statistics, forms, and so forth.

8. The coalition's sense of community

- A. Your coalition builds social time into meetings so that people can talk informally and build a sense of community.
- B. You plan social activities.
- C. Everyone in your organization is treated equally.
- D. You recognize and reward all member contributions, large or small.
- E. You make all residents welcome in the coalition regardless of income, race, gender, age or education level.

9. How well the coalition meets needs and provides benefits

- A. You make resource lists and important contacts available to members on a regular basis.
- B. You hold workshops with experts who can provide specific services to members.
- C. Your coalition helps members with issues of individual need.
- D. If a member survey indicates that personal issues (such as child care or landlord-tenant problems) are interfering with member involvement, your coalition responds to those issues.
- E. Your coalition holds meetings and workshops in which residents can meet elected officials and city service personnel to voice their opinions and learn about resources and programs in the community.

10. Your coalition's relationship with elected officials, institutional leaders and other power players

- A. Coalition leaders know how to negotiate successfully with elected officials and institutional leaders about member concerns.
- B. Your coalition has one or more regular representatives who attend important community meetings.
- C. Coalition leaders and members understand the lines of authority, decision-making power, responsibility, and other aspects of the community power structure.
- D. Your coalition meets with officials on a regular basis about the issues that concern members.
- E. Your coalition participates in citywide activities and demonstrates focus on community issues.

Activity 1.3a (cont.)

Diagnosing the Health of Your Coalition

Coalition Assessment Score Sheet

Fill out this score sheet using the total numbers from each section of the organizational diagnosis:

Section	Total Score
1. Vision, mission and goals	_____
2. Coalition structure	_____
3. Outreach and communication	_____
4. Coalition meetings	_____
5. Member responsibility and growth	_____
6. Projects	_____
7. Research and external resources	_____
8. Sense of community	_____
9. Needs and benefits	_____
10. Relationships with power players	_____

For each section, follow the guidelines below:

If you scored between:

5-15 Watch out! You may need an overhaul in this area.

15-20 Checkup time! It's time for a tune-up to get everything in good working order.

20-25 Congratulations! You're running smoothly and all systems are go. Keep up the good work.

Activity 1.3b

Evaluating Your Coalition's Membership

Time: 20 minutes

Goal: This exercise is designed to help your group evaluate its membership in light of current realities, goals, and objectives. In a world of constant change, you can expect to have to engage in a process such as this quite regularly.

Steps:

1. Break into small groups of no more than four people each; invite one member to be a record-keeper, but give this individual the opportunity to include his or her perspectives as well.
2. On a piece of newsprint, draw a chart that has four columns and three rows (*see example on next page*).
3. In round-robin fashion, solicit one response from each member for each of the three rows: *a) what we're doing well, b) what we could be doing better, and c) what we hope/plan to do*. Limit yourselves to one idea per person, per category.
4. Fill in the next two columns as a group. Who of your members and partners are currently responsible for the identified tasks? What existing forces inhibit or prevent success? Try to respond with (at least) one answer to each of these questions for each identified task.
5. In the last column, come to consensus as a group about whether a new member or partner organization could enhance your success for each item. If things are going well, the answer may be "No." If the answer is "Yes," however, take time to brainstorm who that individual or organization might be, what constituency or group they might represent, and/or why they would be an attractive partner. Ask the questions: "Who is the best at this kind of work?" and "Who could add value to our initiative?" Consider, as well, how work with your group would be valuable for the identified party.
6. Come back together as a large group to share ideas generated by each of the small groups, seek input from one another, and identify themes or commonly identified new players. Reach a consensus on which of the persons or groups identified will be asked to join your effort, and secure a commitment from someone in the group to personally extend that invitation.

Activity 1.3b (cont.)

Evaluating Your Coalition’s Membership

Task	Who is responsible?	What forces are inhibiting value?	Who could add value?
What we are doing well 1. 2. 3. 4.			
What we could be doing better: 1. 2. 3. 4.			

What we hope/plan to do: 1. 2. 3. 4.			
--	--	--	--

Who do we agree should be invited to join our coalition or collaborative partnership?

AND

Who would be best, from among our current membership, to personally initiate that invitation?

list your responses to this question

list your responses for each invitee

Carrying It Forward

Consider the list of people and organizations to invite to join your group. What specific skills, relationships, or other assets do they bring? How might they be useful in maintaining or renewing your organization?

Lesson 1.4

Putting It All Together: Creating and Maintaining Your New Coalition

Creating and maintaining an effective coalition or partnership is a complex but rewarding task. Although the process may seem daunting at first, it can be broken down into a series of steps, as illustrated by the previous lessons. Much of the work of creating and maintaining coalitions and partnerships comes down to understanding how change occurs, identifying and engaging those who can bring about such change, and fostering relationships among those doing the work and the community as a whole. The current lesson gives you an opportunity to put it all together—to use the knowledge and skills you have gained in earlier lessons. It's a chance to make a concrete plan on how you will create and subsequently maintain a coalition or collaborative partnership to address a problem or goal important to you and your community.

In this exercise, you will be planning the creation of a new coalition and incorporating structures and practices that will help you maintain it over time, thus using many of the skills you learned in Lessons 1.2 and 1.3. If you are just getting started, it is prudent to plan for how you will maintain your effort once it gets started (although that may seem like a long way away). If you are already working within a partnership, concentrate on those exercises and questions that will best help you discern what barriers are holding you back from greater success and how to incorporate new or modified ways of doing things that will focus and motivate members. Let's get started!

1. Describe the multiple organizations that have come together in common purpose. Who are you and why is a coalition needed to accomplish your purpose?

- a. Name the problems or goals that have brought together multiple organizations in common purpose.
- b. Describe who you are or what groups you represent. Include:
 1. Who is represented in your group, including those most affected by the issue
 2. Why and how the group is in a position to make a difference
- c. Describe why creating a partnership is needed to accomplish your goal. Some possibilities include:
 1. Your organization's efforts cannot effectively accomplish your goal
 2. The problem or goal is complex and is influenced by multiple factors
 3. Related agencies are duplicating efforts and thus resources are not being used to their potential
 4. Your goal is significant improvement in community-level outcomes and multiple sectors of the community will need to be engaged for success

Why is a partnership needed to accomplish your goal?

2. Keeping your broad goals in mind, assemble the coalition's (group's) membership.

- a. Identify those who need to be involved in order to accomplish your anticipated goals.
 1. Who in the community that you are serving can be effective in bringing about change in areas affecting or being affected by the issue or problem?

2. Who is already involved in the formation of the collaborative partnership and what roles are they playing? What roles need to be filled or created and who might best fill them?
 3. Where would these members be found?
 4. Why would you choose one or another individual or organization? What resources would they bring to the table?
 5. Is this the right time for them to be recruited to join the coalition?
 6. How could they be involved in the collaborative partnership's planning and activities?
 7. What potential barriers exist to recruiting these partners, and what strategies can help overcome those barriers?
- b. Compile a list of candidate individuals or organizations to be involved and review it to check for completeness.
 - c. Recruit emerging leaders in the community as a rich source of perspectives, knowledge, and clout. Go beyond often-tapped formal leaders, to "informal" ones, leaders among volunteers, leaders from both the organized and "developing" sectors of the community, and leaders among youth, elders, the poor, and people with disabilities who bring often overlooked capabilities to the common work.
 - d. Indicate how you would connect with potential partners and approach them regarding membership.
3. With the assistance of your newly assembled partners and community members affected by the issue or problem, **outline your partnership's vision and mission.**
- a. Vision - summarize your coalition's dream for the future. The vision should be:
 1. Easy to communicate to potential new members.
 2. Uplifting and inspiring, clearly communicating your hopes for your community.
 3. A reflection of the perspective of the community it represents.
 - b. Mission - state your collaborative partnership's mission. It should include:
 1. A statement of what it is going to do and why.
 2. Widely inclusive language to avoid limiting potential new members and strategies with which to bring about the vision.
4. **State the objectives or goals, needed resources and relationships to accomplish your objectives, and key agents of change in the partnership.**
- a. Summarize the anticipated results of the group's activities. What would be different in your community when you have reached your goals? Who will have what done by when?
 - b. Review evidence that the problems or goals that the group has chosen to address are important to the community.
 1. Describe community-level indicators you will utilize - indicate the levels (incidence or prevalence) of behaviors or outcomes that relate to your goal or area of concern.
 2. Explain how often it occurs in the community.
 3. Illustrate how many people are affected by it and to what severity.

4. Describe other past or current attempts to bring about change.
5. Explain the possible impact and/or consequences of achieving your goal.
- c. Identify available resources and relationships that will be needed to bring about change.
 1. Predict what financial and personnel resources will be needed to accomplish the goal. What resources are already available and which will need to be obtained?
 2. Name leaders in the community. Who is influential in the community and how can your collaborative partnership build a relationship with them?
 3. Describe how networks are organized within the community and how you plan on utilizing them to intervene in the community.
 4. Research the community projects currently in progress. What does this tell you about what the community sees as valuable and what clues does this provide that might help you be successful?
- d. Determine who the target populations are that you most want to affect and those in your community whose actions can influence them, either directly or indirectly.

5. Re-examine the group's membership in light of your vision, mission, and objectives. Who else needs to be at the table? How can they contribute to the collaborative partnership's success and help it reach its goals? Reconsider the questions for number 2 (above).

6. Describe potential barriers to your partnership's success and how you would overcome them. Some common barriers include:

- a. Competition or turf issues - Who can you include that would ease turf issues among potential partners and within the community? How might you build greater trust and respect among partners? How might you ensure mutual benefit?
- b. Bad history between local agencies or with the community - What has happened in the community previously (or in prior collaborative efforts) that makes it harder for partners to work together successfully in a new effort? How can bad feelings and mistrust be resolved?
- c. Dominance by "professionals" within the coalition and in relationships with the community - How do you encourage "non-professional" partners, including those most affected by the issues, to see their unique contribution and agree to participate in planning and decision making?
- d. Poor links to the community - How could the group's members increase their connectedness to the community most affected by the issue? Who and in what activities can they engage to improve local ties?
- e. Minimal organizational capacity - How will the collaborative partnership's organizational capacity be increased? What skills and time do members need to create a more efficient and effective partnership?
- f. Funding (too much or too little) - What strategies are being used to financially sustain the effort and are there more effective ones? How can we avoid having the opportunity for funding, such as a new grant, tear apart working relationships?
- g. Failure to provide and create leadership within the group - How can new members be encouraged to step up as leaders within the collaborative partnership? How can leadership skills and opportunities be cultivated among unconventional or overlooked candidates?
- h. The perceived costs of working together outweigh the benefits - How can we reduce the costs or increase the benefits of participation in the project by partners and community members? What barriers can be eliminated or overcome?

Which of these barriers exist for you? How might they be resolved?

7. Identify the financial resources that will be needed to support the group's activities and infrastructure.

- a. Create a budget to determine what immediate and future resources will be needed. Include:
 1. All projected expenses (e.g., salaries, office expenses, rent, utilities and phone expenses, equipment).
 2. All projected income - based on current sources of funding and incorporating known changes.
 3. Projected gap between expenses and income (e.g., what shortfalls are predicted).
- b. Use the anticipated budget to:
 1. Evaluate the financial resources needed to sustain the programs and services of the initiative.
 2. Stimulate creative ways in which resources other than money could be generated and from whom in order to meet some of the anticipated expenses.
 3. Prioritize which programs and services the initiative wishes to address are the most important and/or cost-effective ways to meet the group's goals.
- c. Identify potential sources of funding and support, including in-kind support from members' organizations.
- d. Form a committee to acquire appropriate resources. What members would you include?

8. Describe how the group will function as an organization and how responsibilities will be shared among partner organizations.

- a. Formation of your collaborative partnership may result in the partner organizations interacting with each other in new ways and with different levels of shared resources and responsibilities. Possible relationships include:
 1. Networking - In networking relationships, organizations exchange information in order to help each other do a better job.
 2. Coordination - In coordinating relationships, organizations modify their activities so that they can provide better services to their constituents, in addition to sharing information.
 3. Cooperation - When organizations cooperate, they share resources to help each other do a better job, in addition to coordinating their efforts.
 4. Collaboration - In a true collaboration, organizations help enhance each other's capacity to do their jobs, above and beyond just cooperating. Collaborating organizations transition into seeing each other as partners, versus competitors. They share the risks, resources, and responsibilities of doing the work.
 5. Multisector collaboration - Multisector collaborations are made up of private, public, and nonprofit organizations (and "ordinary" citizens) from different parts of the community who form a partnership to address problems and goals in their community. Organizations engaging in this kind of collaborative relationship must put aside the narrower interests of their own organization and focus on the common good of the larger community.

What form of relationship or level of interaction do you anticipate the organizations involved in your effort will share?

- b. Prepare your organizations to successfully work together by:
1. Clearly defining the purpose and scope of the project - How can you do this better?
 2. Clarifying how working together will benefit each partner/organization and advance its own interests and constituents - What will each gain?
 3. Describe the roles and responsibilities of each participant and make sure mechanisms for communication and joint accountability are in place.
 - Anticipated roles and responsibilities
 - Planned mechanisms for communication and accountability
 4. Foster respect and trust among key players to support the level of risk and interdependence involved in the project and to promote a healthy working relationship among partners. What steps can you take to promote healthy working relationships within your organization?

9. **Describe the structure the collaborative partnership will use to do its work.** Structure will allow your partnership to function more efficiently and effectively.

- a. Three elements are necessary to designate, regardless of the organizational structure.
1. Some form of governing structure for decision making.
 2. Rules by which the organization will operate.
 3. A planned distribution of work.
- b. Consider the characteristics of your group and its membership in determining the formality of its structure. Questions to take into account:
1. What is the current stage of the organization's development?
 2. Are there are prior relationships among the members?
 3. Is there prior membership experience in working together on other projects?
 4. What is the motivation level of members to be part of the organization?
 5. How many tasks or issues does the coalition want to address? How broad or focused is the purpose?
 6. What is the organization's size?
 7. What is the organization leadership's level of experience?
 8. How urgent is the need for action?
- c. Describe the organizational structure(s) which best serves your collaborative partnership's needs and operating strengths. Several common structures and their characteristics include:
1. Steering Committee (i.e., group of people who get things started)
 - a. Generally formed to steer an organization or committee at its inception.
 - b. May be responsible for developing the organization's vision and mission statements, action plans, later organizational structure, and funding base.
 - c. Should dissolve once the initial work/planning is complete. If it is still in existence six or more months after the formation of the organization, it becomes a coordinating council.

2. Coordinating Council (i.e., Executive Committee)
 - a. Fulfills many of the same responsibilities as a steering committee in addition to coordinating the coalition's activities.
 - b. Acts as a director or program coordinator by modifying broad organization-wide objectives and strategies in response to input from individuals or committees.
3. Advisory or Supporting Committee (i.e., ensure necessary guidance, support and resources)
 - a. Primarily acts as a guide for the organization through its members' knowledge of the community and the issue - it may or may not have any actual power.
 - b. Oftentimes it will lend its prestige and influence in the community to the cause when necessary.
 - c. More common in an initiative that is primarily the work of one charismatic or visionary individual who may need resources and support, but wants little guidance.
4. Board of Directors (i.e., provide overall support, advice, and resources)
 - a. Functions as a governing body of the organization, but does little coordination.
 - b. Generally elects a president or chair, vice-president or vice-chair, secretary/clerk, and treasurer. Committee chairs and others may also be part of a larger executive committee.
 - c. Works with staff to set policy for and oversee general functioning of the coalition, including:
 1. Managing financial operations through the treasurer.
 2. Hiring, firing, and supervising the director (if there is one) and supervising operations of the organization.
 3. Making sure the mission and philosophy of the coalition are maintained.
 4. Being legally responsible for all actions of the organization.
 5. If there is no paid staff or the organization is a volunteer one, it may do some or all of the implementation work of the coalition.
5. Task Forces (i.e., those who work together around broad objectives)
 - a. Consists of members who work together around broad objectives, such as child immunization or reducing youth violence.
 - b. Members are chosen based on their interest in a particular issue.
 - c. Although a coalition may have multiple task forces to address different objectives, all objectives relate back to the original vision and mission.
6. Action Committees (i.e., those who take action to bring about changes sought by the organization)
 - a. Formed to do the actual work of task forces and bring about specific changes in programs, policies and practices.
 - b. Action committees are often formed around the sectors in which members will be working (e.g., health, schools, business, government/law enforcement, faith community).
 - c. Members carry out the action steps to achieve the collaborative partnership's objectives and get feedback from community members.

Which of these forms of operating structures will best meet your organization's needs and goals?

Remember, choosing an organizational structure now does not mean it will remain in that form forever. As the coalition grows and changes with time, the partners may want to revisit the organization's structure and modify it to increase its current effectiveness.

10. Describe how the group will maintain momentum and foster renewal.

- a. Indicate how the group will assure the **6 R's** for maintaining engagement of all participants:
 1. Recognition - People want to be recognized for their contributions.
 2. Respect - People want their values, culture, ideas, and time to be respected and considered in the organization's activities.
 3. Role - People want a clearly defined role in the coalition that makes them feel valuable and in which they can make a contribution.
 4. Relationships - People want the opportunity to establish and build networks both professionally and personally for greater influence and support.
 5. Reward - People expect the rewards of participating in a collaborative partnership to outweigh the costs and to benefit from the relationships established.
 6. Results - People respond to visible results that are clearly linked to outcomes that are important to them and that they can clearly link to their participation in the coalition.
- b. Promote the importance of "regular maintenance" - regular evaluations of the coalition's vision and progress in addition to emerging issues or problems.
 1. Develop the awareness among partners that maintenance is necessary.
 2. Make a decision to engage in maintenance on a regular basis - perhaps yearly, with more frequent assessments when particular problems arise.
 3. Design a maintenance plan.
 - a. Conduct reviews of the collaborative partnership's progress and difficulties, using external consultants or an internal team of selected members.
 - b. Examine multiple aspects of the coalition, including:
 1. Leadership
 2. Operating rules and governance
 3. Division of labor
 4. Plans, short- and long-term
 5. Actions
 6. Funding, current and planned
 7. Visibility and public support

- c. Increase opportunities for communication among partners or members about their accomplishments and concerns by:
 - 1. Encouraging feedback at regularly scheduled meetings.
 - 2. Conducting retreats of staff or teams.
 - 3. Creating a space in daily communication for personal difficulties or dissent.
 - 4. Asking about performance or suggestions for improvement via mail, e-mail, or telephone.

11. If your coalition is beginning to lose momentum in achieving its goals or member numbers are diminishing, review current barriers to your success.

- a. Describe potential barriers or opposition to your partnership's success and strategies to overcome them (#6 from above)
- b. *Which of these barriers exist for you? How could they be resolved?*
- c. Determine if your current membership is hampering your success, either because the right people are not involved or your numbers are not large enough.
 - 1. Describe how your current membership may be hampering your success, such as:
 - a. Not enough current members to do the necessary work of the coalition.
 - b. Certain sectors of the community with crucial knowledge and history of the issue or problem are not currently involved (e.g., representatives from local government, schools, businesses, youth organizations, elders).
 - c. More connections with other organizations trying to accomplish similar goals are needed to strengthen your base of support and resources.

Are any of these statements descriptive of your current coalition or partnership? Which ones?

12. If necessary, revisit your plan to identify and recruit new or additional members.

- a. Now that you are actively engaged in the effort, identify those you want to partner with to help broaden or strengthen your coalition's impact:
 - 1. Who else in the community that you are serving can be effective in bringing about the vision and mission of the coalition?
 - 2. What roles are currently unfilled or need to be created and who might best fill them?
 - 3. Where would these new members be found?
 - 4. Why would you choose one or another individual or organization? What additional resources would they bring to the table?
 - 5. When is the right time for them to be recruited or to join the coalition?
 - 6. How should they be involved in the coalition's planning and activities?
 - a. What potential barriers exist to recruiting these new partners, and what strategies can help overcome those barriers?
 - b. Compile a list of potential candidate individuals or organizations to be involved and review them with the current membership to check for its completeness.

- c. Nominate those within current membership who may have connections with potential new partners and ask them to approach them regarding membership.
 - d. Increase the level of commitment and motivation among current partners and community.
- b. Re-examining who has not been asked to participate.
1. Engage those who are most affected by the problem - Who else needs to be engaged in order for you to be effective?
 2. Consider whether your organizational structure and meetings discourage participation from those you wish to involve (e.g., meeting hours and venues are easily accessible to those who work or use public transportation). What characteristics of your organization may be discouraging participation and how might they be modified?
- c. Outline different ways that individuals or organizations can be involved. For example:
1. Involvement in the planning processes - creating goals or defining the problem.
 2. Donating financial resources or time to conduct fundraising activities.
 3. Volunteering for office work, phone calling, mass mailings.
 4. Doing research and/or writing grant proposals.
 5. Attending public events like rallies, community hearings, fundraising events.
 6. Serving on committees focused on specific problems or activities of interest.
 7. Taking leadership roles in a community partnership with like-minded organizations.

What members or organizations might become more involved if engaged in one or more of these tasks?

- d. Identify potential obstacles to participating. What affects participation?
1. Inadequate communication - people may not be aware of opportunities to be involved.
 2. Limited experience with collective action - individuals may not know what will be expected of them.
 3. Preconceptions and attitudes - organizations may already have had experiences that lead them to doubt the efficacy of participating.
 4. A history of being ignored - subsequently, people are less likely to try to change things.
 5. Resistant leaders - community members may doubt that they will be listened to or that influential leaders already have their minds made up about the issue.
 6. Sense of powerlessness - the complexity of politics and the problem is intimidating and seems beyond the capacity of members to change.
 7. Lack of time, transportation, and child care makes participation difficult.
 8. Over-committed or overbearing leaders or members - if certain participants try to do most of the work, others will feel undervalued and unneeded.
 9. Committees are too large for efficient decision making - break into smaller groups.
 10. Poor organization of existing action groups in the community - those who are interested in the issue your coalition wants to address are already working on it elsewhere, need to coordinate with already existing organizations.

11. History of unproductive meetings - people are skeptical from past experience with efforts that did not produce results.

Which of these obstacles might be affecting participation levels in your organization? What steps can you take to remove them?

- e. Motivate current and potential partners to become and remain involved:
 1. Remove as many obstacles as you can identify from the list in 12)c.
 2. Get to know each person in the collaborative partnership - their uniqueness and the talents they bring to the table.
 3. Utilize each participant's and organizations' strengths and make them aware of how their participation is helpful and important to the coalition's success.
 4. Recognize why community members became involved in the first place - for self-esteem and friendship, to have a genuine influence on the issue, to take control of their community environment, to be recognized.
 5. Promote self-confidence - recognizing and appreciating each person's individuality and contribution to the collaborative partnership's efforts.
 6. Match each person's talents, skills, knowledge, and experience to appropriate projects and efforts to enable their success.
 7. Get or remain organized with well-defined plans, goals, and purposes so the members of the coalition feel like they are heading toward an achievable goal.
 8. Keep a positive attitude and promote good communication with and among partners and their organizations.

What actions will you and other members take to ensure partners become involved and stay motivated.

- f. Characterize the current level of collaboration among partner organizations and explore if modifying it will bring about greater success - Review #8 above, considering past history of working relationships among members and organizations within your coalition and community.

Does your effort's current form of partnering maximize the organization's effectiveness, based on current resources and divisions of responsibility among collaborating partners? If not, how might you change to increase your success?

- g. Consider the possibility that, since beginning your coalition, your efforts have created opposition. Determine who is opposing your efforts, what their tactics are, and how to respond.
 1. Ask who will lose if your intervention succeeds or your objectives are met. Who will lose money, power, influence, or time and resources?
 2. Project how much power anticipated or identified opponents have in the community. What do they have power over? Resources? Support from others? Political decision-making?
 3. Identify what tactics they are using to oppose your efforts. These may include:

- a. Deflecting - opponents could divert the issue to a lesser side issue or pass off the responsibility to someone with no real power.
- b. Delaying - they could say they are addressing the problem and then do nothing.
- c. Denying - opponents maintain your claims and proposed solutions are invalid.
- d. Discounting - your opponent may minimize the importance of the problem and/or your legitimacy as a change agent.
- e. Deceiving - they may deliberately mislead your group about their taking meaningful action when in fact they have no intention to do so.
- f. Dividing - opponents may promote dissent within the group's members.
- g. Dulcifying - your opponent may try to appease your group or those affected by the problem through offers of jobs, services, and other benefits.
- h. Discrediting - they may try to cast doubt on your motives and methods.
- i. Destroying - opponents may try to destabilize or eliminate the collaborative through legal, economic, or scare tactics.
- j. Dealing - they may offer a deal or a mutually acceptable solution.
- k. Surrender - the opposition may agree to the coalition's demands.

What tactics are being used by your opponents or detractors?

- 4. Choose how you will deal with the opposition. Useful techniques include:
 - a. When planning your actions, anticipate potential opponents and meet with them to convince them either to join you or not actively oppose you.
 - b. Meet with opponents to discuss your differences and clarify possible misunderstandings which could be the basis of their opposition.
 - c. Create a solution that meets both organizations' needs and shared interests.
 - d. If attacked, turn negatives into positives by putting them on the defensive or using their attacks to gain sympathy from the community.
 - e. Openly label your opponent's tactics and use to rally your member's and community's support.
 - f. Clearly frame the debate around how your group views the issue, not your opponent's point of view.
 - g. Use multiple response strategies to keep them off-balance.
 - h. If your opponents honestly seek solutions to the problem also, you may decide it benefits you both to work together.
 - i. Know when to negotiate and how to read your opponent's willingness to do so.

How will your organization respond to opponents' tactics?

13. When maintaining the coalition at its current level is no longer appropriate or feasible, consider other alternatives.

- a. Grow
- b. Spin off another coalition
- c. Change focus
- d. Merge with another, like-minded organization
- e. Cut back
- f. Simply dissolve the coalition.

Is your coalition functioning most effectively at its current level or do you anticipate need for change? What kinds of change would be appropriate?

Glossary

Advocacy: Active promotion of a cause or a principle.

Coalition: People from different sectors or parts of the community working together on a common mission or purpose.

Collaborations: Partnerships for the purpose of joint action by groups or organizations, often from different sectors or parts of the community (e.g., schools, government, business, faith organizations).

Collaborative planning: A planning process that involves both targets and agents of change in identifying a vision, mission, strategies, objectives, and action plan for moving the group towards its goals.

Community: Any group sharing a common place, experience, or interest.

Community capacity: The ability of community members to bring about change and improvement over time and across different issues.

Community change: New or modified programs (e.g., street outreach), policies (e.g., flextime at work to take a sick child to get health care), or practices (e.g., more convenient hours of service) that are brought about by the initiative's participants and are related to the mission.

Community health: The optimal state of health and the realization of the fullest potential of everyone in a community.

Community-level indicators: This refers to a marker of success for a community improvement effort at the level of the whole community (e.g., a city, county, neighborhood, school district). Indicators vary depending on the mission; for instance, they might include: a) for Preventing Infant Mortality, the number of infants who die per 1000 in a state; b) for Substance Abuse Prevention, single-nighttime vehicle crashes or arrest rates for drinking and driving; or c) for Improving Education, the percentage of youth in the school district who graduate from high school or mean scores on standardized achievement tests for those at different grade levels.

Distant population outcomes: Outcomes of widespread behavior change such as reducing violence or increasing employment rates and family incomes.

Environmental factors: Factors such as opportunities or barriers to participate, and support or opposition from others that affect engagement in community work.

Evaluation data: Information used to document and examine what is being done in a program or initiative and its effects. These data help to capture aspects of the: a) Process (e.g., planning), b) Activities and Outputs (e.g., programs implemented, people served), and c) a continuum of Outcomes (e.g., changes in community programs and policies; changes in behavior; improvement in community-level indicators of success). Key uses of evaluation data include accountability, improvement, and celebration of success.

Interventions: To intervene literally means to “come between.” An intervention comes between what exists (our current situation) and where we hope things will be (our goals). Interventions refer to what is done to prevent or alter a result – the means by which we change behavior and environmental conditions related to the group's goals. Usually, an intervention is a whole program or initiative meant to achieve an overall result.

Mission statement: Describes the common purpose; What the group is going to do and why (e.g., “Promoting health equality through advocacy and community education”).

Multisector collaboration: Voluntary, strategic alliance(s) of public, private, and nonprofit groups/ organizations to enhance each other's capacity to achieve a common purpose by sharing risks, responsibilities, resources and rewards.

Partnership: A mutually beneficial relationship between two or more organizations to achieve common goals.

Population outcomes: Outcomes of widespread behavior change, such as safer neighborhoods for children, less youth substance abuse, or fewer vehicle deaths.

Reflection: To think about or meditate on the work. This can include asking questions such as, “What are we seeing?”, “What does it mean?”, and “What are the implications for adjustment?”

Renewal: To restore or revive; also, to begin again.

Risk and protective factors: Aspects of a person’s environment or history, such as support from influential others, that make it more likely (risk factors) or less likely (protective factors) that she or he will develop a given problem.

Sector: A part of society united by a common political, economic, social, cultural, religious, or other interest (e.g., the housing sector, the business sector, the healthcare sector, etc.)

Social marketing: The application of marketing principles to social problems in order to change people’s behavior for their own benefit and for the benefit of society at large.

Stakeholders: Those who have a vested interest in an issue.

Sustainability: The ability of a process, program, or organization to continue over the long term.

System change: Similar environmental changes to community change, but at a broader level. For example, educational systems changes or policies that affect multiple communities.

Targeted action: Seeking changes in communities and broader systems consistent with action plans.

Vision statement: Communicates what an initiative believes are the ideal conditions for its community; what success would look like.

Widespread behavior change: Behavior change in large numbers of people in the community who had been engaging in behavior or affected by an issue related to the group’s objectives.