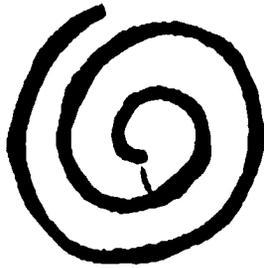
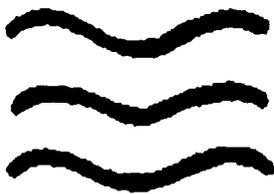


module one



Developing Community Capacity



This module was an initiative of:
The W.K. Kellogg Foundation
in partnership with
The Healthcare Forum

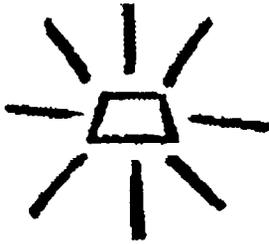


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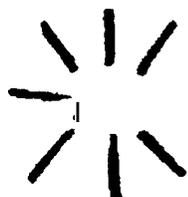


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The manual was a multidisciplinary team effort of The Healthcare Forum staff, advisors and national consultants.

Primary Writers:

Jewru Bandeh, Executive Director of Logistical Services
Tulsa Public Schools

Gillian Kaye, President
Community Development Consultants

Thomas Wolff, Ph.D., Executive Director
AHEC/Community Partners

Susanna Trasolini, Ph.D., Project Director
The Healthcare Forum

Anne Cassidy, Project Coordinator
The Healthcare Forum

Reviewers:

Cecilia Belone, K'E Project Crown Point, Site Coordinator

Ana Maria Neris, Executive Director, The Family Place, Inc.

Gloria Rodriguez, Ph.D., President/CEO, **AVANCE**

Bill Walls, Executive Director, Missoula Indian Center

The Healthcare Forum Staff Advisors:

Kathryn Johnson

Wynne Grossman

Anna Mangum

Copy Editor:

Cary Groner, Editor

Design and Production:

Allen Schlossman, President, Allen Craig Communications
Jo-Anne Rosen, President, Wordrunner
Susanna Trasolini, Ph.D., The Healthcare Forum
Anne Cassidy, The Healthcare Forum

Illustrations:

Ted Goff, Cartoonist

Funding Provided by:

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Henrie Treadwell, Ph.D., Program Director

We are grateful to the W.K. Kellogg Foundation for providing full funding for the development of this manual and training. It is important to also state that the foundation has a long commitment and history of contribution to the building of healthy communities, not only in the continental U.S., but in many other parts of the **world.** We believe this manual can serve as a practical tool for the many communities that are working collaboratively to promote better systems for the future.

Preface

In the spirit of collaboration, the **W.K. Kellogg Foundation** and **The Healthcare Forum** have partnered on the development of four modules designed to support Kellogg grantees in their community-based initiatives. The modules are part of the “Sustaining Community-Based Initiatives” project which was developed to build capacity within community based organizations.

The four modules will be delivered through a series of workshops and will cover the following topics:

Module One



Developing Community Capacity:

designed to improve the community’s capacity for positive change by promoting citizen participation, action and leadership.

Module Two



Communicating with Policy Makers:

designed to enable community-based organizations to develop the skills and strategies which allow community-based voices to create and influence public policy.

Module Three



Community and Economic Development:

designed to enhance the achievements of community-based organizations by introducing techniques which target the use of key economic principles.

Module Four



Community Informatics:

designed to enhance the capacity of community-based project directors to use information in decision-making and communicating the value of their programs.

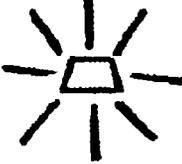
The goal of the four modules is to offer participants a variety of tools and strategies that will support efforts to improve health and quality of life in their communities.

Each workshop is from two to three days in length and will bring a mix of operational, strategic and practical experience, where each **partici-**

part will spend time interacting, exploring and reflecting with workshop leaders and with each other. This manual is developed to support the learning that takes place during the workshop. We encourage you to read through its entirety and to openly share materials with other community leaders, but request that you acknowledge the source.

Sustaining Community-Based Initiatives Graphic Symbolism:

The four symbols on the manual's cover were carefully chosen to represent the four topics of the Sustaining Community-Based Initiatives modules. The symbols are a synthesis of pictorial representations from a wide array of languages and cultures throughout history. The symbolism was felt to accurately convey the rich fabric which makes up every community; the individual symbols portraying the essence of grassroots issues, and the combination of the images addressing the complex interactions which must take place within a community in order for growth to occur and for community-based initiatives to be self-sustaining.



Introduction

Many people believe we've lost a sense of community in this country, and that a major renewal and rekindling of community spirit is needed. As old forms of community have unraveled, so have many marriages, families, and neighborhoods. As more and more people have lost a sense of inclusion and belonging, they have stopped identifying with their fellow human beings and with the part of the planet they all share. Crime, violence, addiction, depression, teen suicide, and other personal and social ills have mushroomed. The future of our communities is at stake, and what has worked in the past may work no longer. We need a new model that empowers people to make a difference in their communities and neighborhoods. We need a model that incorporates a systemic view of societal challenges, one that looks at human services as part of a larger interrelated system rather than as fragmented parts that require attention.

Arthur Himmelman (1992) uses the term “collaborative empowerment” to describe a vision and process for societal change. Just as strategic planning promotes systematic organizational development, collaborative empowerment promotes systematic societal change. This is a planning and organizing method that lets community and neighborhood-based organizations design, implement, and assess problem-solving strategies that increase their effectiveness at dealing with community issues.

Collaborative empowerment proposes that greater self-determination will result when mutually respectful relationships are formed between community and neighborhood-based organizations and larger public, private, and non-profit institutions. This respect grows out of a commonly shared vision among those engaging in collaborative, **community-**based initiatives. This respect is maintained by recognizing that people in need of assistance also can and should make vital contributions to community problem-solving. This respect is enhanced by sharing decision-making power, responsibilities and accountabilities, and commitments to democratic principles.

This manual, *Developing Community Capacity*, was created as a resource guide for you to use in initiating collaborative empowerment in your coalition or community. We know that we cannot solve the complex **prob-**

*The future of our communities is **at stake**, and **what has worked in the past** may **work** no longer.*

lems facing our communities without the active involvement of all parts of them. So, we hope that within this manual you will find a useful collection of emerging models, concepts, techniques, and interventions that will assist in empowering and mobilizing citizens in your community in their coalition-building efforts.

This manual is designed to assist you in becoming a catalyst for positive change by engaging your community leaders in designing, developing, and implementing a broad-based, community-owned action plan for improving your community's health. Since the stakes are high (financially and organizationally), by using this manual you have the opportunity to benefit from what other leaders are learning and to avoid common pitfalls. While your community and your effort is unique, and there is something to be said for learning from others' mistakes. We would like to respond to your interest in knowing what works as you journey toward the new frontier of collaboration, This manual will provide you with information that you can immediately apply to build the capacity of organizations and individuals to address questions such as:

- What are our desired outcomes? How do we know these are the “right” targets?
- How can we not only get results, but create a process of collaboration that we can use in the future when we identify other shared goals?
- Who should be involved in this effort?
- When should we take action?
- How can we make sure the actions we take have long-lasting, significant results?
- How do we address barriers in our process of working together?

The basic assumptions underlying this module include:

- Local communities can solve local problems.
- The entire community must be involved.
- Resources can be found and developed at the local level.
- Collaboration can be much more effective in solving local problems than can individuals or groups working independently.
- Communities must develop action plans and strategies that are realistic and usable.

A Collaborative Approach

Many different models of collaboration are emerging. These include strategic alliances and partnerships of two to three “stakeholders” (participating organizations), coalitions of 10 or more stakeholders, and community-wide efforts that engage numerous organizations as well as the public. These initiatives may have one objective, such as increasing access to healthcare, or they may work together to address a variety of objectives.

Sustainability is critical to the success of all community health initiatives.

Regardless of the number of stakeholders and the number of objectives, these collaborative efforts are based on a common set of “success factors.” You will see these basic principles throughout the manual. Successful collaborative efforts:

- are open, inclusive, and diverse;
- build upon individual, organizational, and community assets and strengths;
- empower stakeholders in a positive, nonthreatening way;
- are based on a compelling, shared vision;
- employ strategies and tactics that directly relate to that vision;
- are well timed;
- are based on tangible, visible commitments of resources by the stakeholders;
- have the power to implement their own recommendations;
- use consensus to reach desired outcomes;
- focus on root causes and underlying values;
- value the process as well as the results;
- measure outcomes regularly;
- celebrate milestones and achievements; and
- sustain the momentum.

Among the most important messages we can impart in this manual is that the most transformational processes to be described are those providing for mutual recognition, and for the establishment of respect, trust, and power, which is defined and shared by all those joined in common efforts.

We must also mention that sustainability is critical to the success of all community health initiatives. Many community-based organizations

begin partnerships and programs without the benefit of structural, operational, and relational mechanisms to build the necessary capacity to support the effort over time. Rather than being viewed simply as projects to complete in the short term, community health initiatives should be viewed as long-term, ongoing efforts whose core human, social, and economic resources should be actively nurtured and continuously renewed as a community asset. Without a long-term sustaining focus, community health improvement efforts may not achieve their intended objectives to affect health status.

Using this Manual

We recognize that communities vary in their history, geography, need, resource base, and concerns. We have, therefore, offered multiple ideas and approaches for building and maintaining your community's capacity for future leadership. This manual may not contain all the answers to your needs, but it has been designed to be accessible to those working at any level of your community. It should help individuals, groups, and teams of leaders expand their knowledge base and develop action plans and strategies that address the needs of their communities through collaboration and leadership-skill building. The workshop is designed to assist individuals in the development of innovative, community-based coalitions as well as collaborative strategies and approaches.

Module One is organized around and devoted to five essential elements (chapters) of developing community capacity

CHAPTER 1: Leadership-building capacity to lead a community-based process

In the 1990's and beyond, definitions of success will be based on a new form of leadership. This chapter looks at "collaborative leadership" as a model that will promote and sustain community-based efforts.

CHAPTER 2: Multiculturalism and coalitions

Building effective coalitions depends on the inclusion of all individuals who **have a** stake in the process. Individuals that reflect the **socioeco-**

conomic, cultural, political, and geographic diversity of the community can increase your chances of success significantly, because in many cases collaborative initiatives fail because the right people were not included. In this chapter you will learn more about the sensitive issues and dynamics that can help you detect potential obstacles and develop approaches to address them.

CHAPTER 3: Building the coalition

This chapter describes and defines the basic building blocks of community-based efforts. It defines coalitions, collaborations, and empowerment. The authors describe the components required for building community coalitions and outline a series of principles generally applicable to all coalitions, and that are drawn from more than 10 years of coalition-building experience in over a dozen communities. These principles include not only the obvious, such as a clear coalition mission and goals as well as strong leadership, but also stress the need for hope, celebration, patience, and persistence. Coalition development is not without conflict and difficulties; as a result, we present a list of common barriers you may encounter, as well as strategies to overcome them,

CHAPTER 4: Grassroots organizations: building capacity

How to involve citizens in your coalition's work is one of the most challenging issues you'll wrestle with. The lack of resident participation in neighborhood coalition efforts can undermine progress and success. This chapter presents a clear framework and many helpful suggestions for grassroots mobilization and involvement. The outreach strategies presented are well tested and have successfully engaged citizens in community-wide efforts.

CHAPTER 5: Community assessment — a tool for mobilizing the community and action planning

An innovative community assessment technique is a key tool for involving and mobilizing people. The approach presented involves all sectors of a community in understanding and acting upon the major issues that face them. This technique has worked in rural and urban areas, and has

provided a wonderful “kickoff for community-development efforts as well as a solid base for building community support. Community assessment also serves as an effective tool for mobilizing the community and for action planning. Drawing from materials in the previous chapters, this chapter lays out a typical coalition-planning process and leads you through the development of an action plan for your own coalition based on a self-assessment of many issues discussed in this manual. The final action plan can be the most important result of your involvement with this manual and workshop. We hope that you will be able to move the work of your coalition forward using these tools and resources.

A Final Note

Experience tells us that community coalitions must have a diverse membership. Many of the health care coalitions active in our communities comprise **a variety of institutions. These include community-based service providers and local institutions, city and/or countywide agencies and, most importantly, grassroots community groups and organizations made up of local residents living with and affected by the problems the coalition has been formed to address. This great diversity makes for a richness in both resources and perspectives on the difficult problems that our coalitions seek to solve.**

Acknowledging this diverse audience, the chapters in this manual are written so that they can be used in different ways by different kinds of organizations. The chapter on community assessment, for example, can be used by a coalition with a large service-provider membership to reach out and involve more grassroots organizations in its work and leadership. For **coalitions with an existing high level of grassroots involvement, the community assessment method of planning and mobilization can be used to activate community residents and service-providing institutions and get them more involved in the coalition’s work. Both kinds of coalitions will find it useful as a mechanism for maintaining credibility and connection with the community and for mobilizing the community to action. Similarly, the chapter on coalition building will be helpful to grassroots groups for building their own organizations and memberships, and to service providers as a tool to help the grassroots groups in their communities through dissemination of materials and hands-on assistance.**

Admittedly, it’s **difficult** to agree on the definition of “grassroots organizations.” We have defined them as organizations made up of a community’s

residents. Grassroots organizations usually have small budgets and lots of volunteers who have organized to address issues and problems that affect themselves, their families, and their neighbors. Whether your own organization meets this definition or not, this manual has a great deal of material that will be useful for it, for your community, and for your coalition's membership.

Acknowledgements

Introduction written by:

Susanna Trasolini, Ph.D., The Healthcare Forum

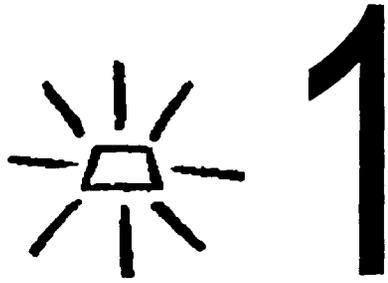
Contributing authors:

Anna Mangum, The Healthcare Forum

Jewru Bandeh, Executive Director Of Logistical Services,
Tulsa Public Schools

Gillian Kaye, President, Community Development Consultants





Chapter

Leadership: Building Capacity to Lead a Community-Based Process

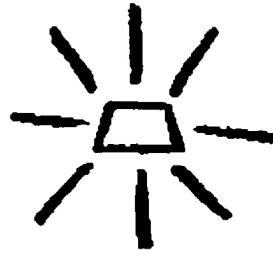
PART 1: WHAT IS COLLABORATIVE
LEADERSHIP?

PART 2: SKILLS FOR THE COLLABORATIVE
LEADER

PART 3: SHARING THE POWER

PART 4: ATTRIBUTES OF SUCCESSFUL
COLLABORATIVE LEADERS

PART 5: DOS AND DON'TS



Acknowledgments

CHAPTER ONE WRITTEN BY:



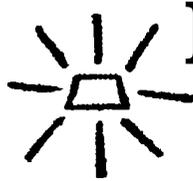
Susanna Trasolini, Ph.D., The Healthcare Forum
425 Market St., 16th Fl., San Francisco, CA 94105 (415) X6-4300

CONTRIBUTING AUTHORS INCLUDE:



David Chrislip, Consultant and Writer on Leadership and Collaboration
3045 5th St., Boulder, CO 80304 (303) 786-7591

Carl E. Larson, School of Social Sciences, University of Denver
Denver, CO 80208 (303) 871-2000



Leadership:

Building Capacity to Lead a Community-Based Process

“Each of us possesses the capacity for leadership. No matter what your age, circumstances, or condition of life, the possibility of becoming a leader exists at every moment.”

-Warren Bennis (1994), *Learning To Lead*

Purpose

What kind of leadership will it take to effectively initiate and sustain collaborative community efforts in the 1990's and beyond? What special skills and traits are required of this new leadership? This chapter will attempt to answer these questions by describing the role, skills, and attributes of the new collaborative leader.

Learning Objectives

You will:

- comprehend the essentials of the new kind of leadership required for collaborative community efforts — and the difference between traditional forms of leadership and this new model;
- understand the primary role of the new leader;
- recognize the skills and attributes needed by an effective collaborative leader; and
- become aware of traps to avoid in exercising collaborative leadership.

Overview

There is widespread public dissatisfaction with current leadership at all levels — local, regional, and national. Clearly, a new kind of leadership is needed. That is one of the most important findings of the national study, *What Creates Health? Individuals and Communities Respond*, conducted in 1994 by The Healthcare Forum in cooperation with the National Civic League and DYG, Inc.

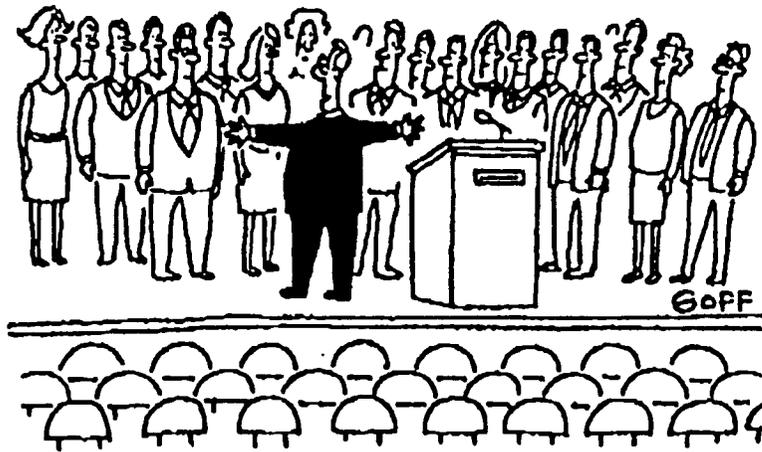
The study, partially funded by the W. K. Kellogg Foundation, took a fresh approach to looking at issues of health, healthcare reform, community, and leadership — areas traditionally studied separately. This research provides a current picture of public values, expectations, and concerns about communities and leadership at a community and national level. The study revealed emerging trends in public values that are of special significance to leaders from all sectors.

The challenge of leadership in community initiatives is to develop and practice a new kind of leadership that sustains the collaborative process without directing others of advocating for a particular outcome.

The study found that Americans believe their health is dependent on a broad range of issues beyond access and financing to healthcare services. In fact, those surveyed indicated that their personal health directly relates to the health of their communities. The study also points to a failure on the part of today's leaders to address the issues that most concern the American public. In addition, the research clearly indicates that Americans believe that any health community agenda should include policies for dealing simultaneously with community issues including crime, strengthening families, jobs and the environment. The study provides great insight into the aspirations and desires of the American public:

- people are discouraged about the health of their own communities;
- family security dominates perceptions about healthy communities;
- the public is ready to play a more active role in the health of communities;
- healthcare reform is seen as an individual as well as a national responsibility;
- Americans express growing caution about healthcare reform; and
- they lack confidence in their leaders and institutions.

The findings led The Healthcare Forum to the development of a new model of leadership called “collaborative leadership,” which forms the basis of community leadership theory and is the focus of this chapter.



"WELCOME TO THE LEADERSHIP SEMINAR. NOW, WILL YOU ALL SIT DOWN AND ALLOW ME TO LEAD THE SEMINAR ? "

What is Collaborative Leadership?

The roles played by traditional leaders simply do not work to sustain collaborative efforts. The challenge of leadership in community initiatives is to develop and practice a new kind of leadership that sustains the collaborative process without directing others or advocating for a particular outcome. This is a **difficult** and demanding role for leaders. The old structure that exalted control, order, and predictability has given way to a nonhierarchical order in which all individuals' contributions are solicited and acknowledged, and in which creativity is valued over blind loyalty

In successful collaborative initiatives, leadership is focused primarily on the success of the collective endeavor. Differences in power and authority among participants are almost ignored. What emerges is a pattern of behavior analogous to what others have called "transforming," "servant," or "facilitative" leadership.

David **Chrislip** and Carl Larson (1994), in their study of more than 50 successful collaborative communities, identified the presence of a new kind of leadership necessary for success. They found that there must be one or more (preferably several) members of the stakeholder group who

take on the demanding role of “strong process leadership.” The primary purpose of these leaders is not to advocate for particular positions, but to promote and safeguard the collaborative process.

Leadership Types

Leadership is exercised in a variety of contexts. To better understand it in an emerging context of collaboration, we need to see how collaborative leadership compares with the two predominant forms of leadership in our culture: tactical and positional leadership.

Tactical leadership. Tactical leadership is exercised when the objective is very clear — win the game, defeat the enemy, remove the cancerous tumor, apprehend the suspect — that is, when a plan for achieving the objective has been developed and the members of the collective effort are being led in the execution of the plan, Military commanders, coaches, surgeons, and law-enforcement teams generally engage in tactical leadership.

Many of our notions of leadership come from the tactical situation; in fact many of our heroes are tactical leaders. The tactical leader clarifies the goal, convinces us of its necessity, explains the plan and strategies, organizes and coordinates activities, and deals aggressively with individual-performance issues.

Positional Leadership. Positional leadership is associated with being at the top of a functional structure. For many people, leadership and position are synonymous. The CEO of a corporation, the head librarian, the supervisor of a construction crew, and the dean of a college are all positional leaders. The positional leader is in charge of a structure whose purpose is to perform a set of tasks or activities. The positional leader sets goals, organizes activities, motivates, and rewards.

Collaborative leadership. Both tactical and positional leadership are well established in our culture. When done well, they inspire and energize us. But neither tactical nor positional leadership work in the collaborative context. Collaborative leadership is characterized by very different roles and tasks. These different roles and tasks emerge because:

1. Collaborative efforts cross many boundaries. Participants come from the public and private sectors and from the broader community. They are not members of a single organization but rather come from many different organizations and institutions. Their

training, experiences, and values differ markedly. Many different values — religious, educational, political, industrial — are represented in this group. The typical tactical or positional leader deals with a more homogenous “follower” group. Collaborative leaders usually have no formal power or authority.

2. Strategies for getting results in situations demanding collaboration are unclear even though problems may be clearly evident. Problems are usually so complex there is little agreement on how to resolve them. There is generally no agreement on the problems themselves, on possible solutions, or even on how to move ahead.
3. Leadership in collaborative initiatives does not rely on content or subject-matter expertise, as it does in tactical or positional leadership approaches. Collaborative leaders have a different focus. They rely on the group to work with the content and substance of issues. Their task is to see that the process is constructive and leads to results, not to impose their own answers to collective issues. The questions they face have only the answers the group can agree upon, and these answers must emerge from the interaction of the

The New Leadership

We envision the transformation in community leaders to be dramatic:

1990's	2000's
Specialized Knowledge	Global Thinker/Visionary
Conforming	Multiculturally Literate
Analytic	Creative/Innovative
Conflict Resolution	Collaborative/Diplomatic
Authoritative	Participative
Operations/Production	Integrator of Stakeholders
Autocrat	Communicator/Networker
Defensive	Open-Minded
Tough	Encouraging/Supportive
Passive	Energetic
Exclusive	Inclusive
Qualifications	Character/Integrity/Values

Adapted from Bridging the Leadership Gap, The Healthcare Forum (1992)



stakeholders. They exercise leadership in what is perhaps the most difficult context — within a group of peers.

Safeguard the process

Collaboration works when there are a few key leaders, either in formal or informal roles, who keep the process going. Creating and sustaining a credible and open process is everyone's responsibility, but successful collaborations also have one or more persons who promote, value, and protect the openness and credibility of the process.

Collaborative community leadership involves bringing together, at least temporarily, people of various and diverse factions or parties, often those who have not traditionally worked together or may even have been adversaries. This is one reason the leader should be wedded not to a position but to a process.

The primary role of collaborative leaders throughout all of these activities is to promote and safeguard a highly interactive collaborative process. This involves sustained, self-critical interaction among participants. Virtually all aspects of the process are constantly examined and evaluated. Collaboration is a self-reflective, evolving process that must be aggressively promoted and constantly nurtured. And even though it is constantly changing and evolving, its fundamental principles must be protected.

The new collaborative leader promotes and safeguards the collective process rather than taking unilateral, decisive action. The power of position is of little help in this world of peers, nor are the traditional hierarchical, political, and confrontational models of leadership. Those who lead collaborative efforts — transforming, facilitative, “servant” leaders — rely on both a new vision of leadership and new skills and behaviors to help communities and organizations realize their visions, solve problems, and get results.

While this kind of leadership is different from that traditionally practiced, it is clear that the necessary leadership capacities can be acquired or enhanced through systematic development. Are you a new leader — or can you become one?

Skills For The Collaborative Leader

Tomorrow's leaders will be designers, teachers, and stewards. These roles demand new skills and capacities. Leadership approaches such as "visioning," team building, aligning, empowering, risk-taking, and developing people, will result in communities and organizations that will succeed in the 21st century. Collaborative community initiatives will need leaders who can:

- **Be inclusive, promote diversity.** Collaborative leaders set the tone for welcoming new members and for bringing them into a coalition or collaborative effort, as well as for orienting new members and urging them into active roles. They should involve all partners from the start and seek their support and fullest participation; they should also appreciate cultural diversity and seek a diverse membership.
- **Practice shared decision making.** Unilateral decisions are not likely to be accepted or implemented within the diversity of a collaborative context.
- **Resolve conflicts constructively.** This requires a high level of conflict-resolution skills. Leaders should work to constructively deal with problems or conflicts created by diversity, identifying various self-interests, seeing the common ground, and helping to seek compromises,
- **Communicate clearly, openly, and honestly.** Successful collaborative leaders are excellent communicators. Both in verbal and written materials, collaborative leaders need to take complex materials and make them understandable to all audiences. They must keep the lines of communication open and honest, and communicate across organizational boundaries,
- **Facilitate group interaction.** Collaborative leaders need to be able to guide both large and small meetings with numerous participants and various agendas. It takes a high degree of skill in this area to allow everyone to have their say, yet be able to follow agendas, move through problem-solving processes, and ultimately make consensual decisions.
- **Nurture leadership in others and encourage top-level commitment.** Collaborative leaders play a key role in modeling, mentoring, training, and encouraging new leaders. **Coali-**

tions that promote empowerment create leadership opportunities for all coalition members and actively commit themselves to the development of new leaders, not just in the coalition, but throughout the community — leaders from low-income populations, from minority groups, from neighborhoods, and among young people.

Sharing the Power

“Collaborative leadership requires developing a new notion of power and learning that the more power and control we share, the more we have to use.”

— R. “Jake” Jacobsen, *New Beginnings*

How leadership is defined and how it functions in coalitions varies enormously. One coalition might be run by a specific charismatic leader, another by several different individuals sharing leadership. Leadership models vary with coalition goals. For coalitions that have as their goal bringing together various components of the community to become more effective problem-solvers and to maximize the use of resources in the community, a shared leadership model tends to be most effective.

Given the daunting list of skills needed by collaborative leaders, it is easy to see how hard it would be to find one individual with all of them. Thus the advantages of a shared leadership model, which calls upon many individuals’ skills, become more obvious. Sharing leadership also reduces the risks of relying on a single leader to be the initiator of all coalition activity.

Shared or team leadership, as John Gardener (1986) has pointed out, “enhances the possibility that different styles of leadership can be brought to bear simultaneously. If the leader is a visionary with little talent for practical steps, a team member who is naturally gifted agenda-setter can provide priceless support. No one knows enough to perform all the functions in our most demanding leadership posts today.”

Encouraging New Leaders

Coalitions vary in their commitment to developing new leadership both within themselves and in their communities. Nevertheless, coalitions with a commitment to community development must not only involve existing leaders but develop new ones. Shared leadership means sharing with future leaders too.

When developing new leaders, a group must decide **if they** are to be sought from professional ranks, from more average citizens, or in some combination of the two. In coalitions committed to empowerment, opportunities for collaborative leadership and efforts at leadership development are critical. Empowerment involves working with people rather than doing for them. Thus leadership issues are paramount to a coalition's commitment to empowerment. If the coalition leadership roles are filled with all the "same old **faces**," then leadership development is not occurring.

Shared Leadership

Burnsville, Minnesota is 15 miles south of Minneapolis. **THE PARTNERSHIP FOR TOMORROW** represents a community-wide effort to improve the health and well-being of the community. Through a long-range community "visioning" process, partnership members developed a three-part method for consensus building based on visioning, planning, and implementation. The leadership structure of this effort is based around a steering committee with representatives from at least 13 community organizations and many citizens. The steering committee meets monthly to discuss current community issues and progress. The committee welcomes anyone in the community who is interested. The structure has purposely been kept flexible to encourage creativity and innovative thinking.

The Partnerships for Tomorrow project ensures cross-stakeholder leadership by having key representatives from the different partner organizations annually rotate facilitating the meetings. The city manager served as the partnership's key facilitator for the first year. The superintendent of the local school district chaired the second year. They are now getting ready to pass on the leadership to another individual in the group. From the very beginning, the group stressed that this was not a city, county, or a school district project, but rather a community project requiring shared leadership.

CASESTUDY



Attributes of Successful Collaborative Leaders

Successful collaborative leaders lend to have fundamental character traits that they have developed through life experience.

“Most of the outstanding leaders I have worked with,” says Peter Senge, director of Sloan School of Management at MIT, “are neither tall nor especially handsome; they are often mediocre public speakers; they do not stand out in a crowd; and they do not mesmerize an attending audience with their brilliance or eloquence. Rather, what distinguishes them is the clarity and persuasiveness of their ideas, the depth of their commitment, and their openness to continually learn more. They do not ‘have the answer.’ But they do instill confidence in those around them that, together, ‘we can learn whatever we need to learn in order to achieve the results we truly desire.’”

The ability of such people to be natural leaders is the product of a lifetime of effort — effort to develop conceptual and communication skills, to reflect on personal values and align personal behavior with values, and to learn how to listen and to appreciate others and their ideas. In the absence of such effort, personal charisma is style without substance.

Successful collaborative leaders tend to have fundamental character traits that they have developed through such life experience. If you want to be a successful leader, you will need to cultivate and strengthen these qualities in yourself:

- **Flexibility.** Collaboration means being able to cross traditional institutional or organizational boundaries and adopt new roles. It means adapting to change and dealing with people having different perspectives. There is no ideal model for collaboration or collaborative leadership. The framework varies from community to community and depends upon many factors including social, economic, and political resources, as well as existing systems. Because there is no definite way of getting there, nor rules for how long it will take, the leader must continually refine, modify, and redefine the process of building his or her own leadership.
- **Ability** to see the **big picture.** Leaders help people see the larger context. For this reason, successful leaders are often, at least to some extent, “systems thinkers.” The study and practice of systems thinking plays a predominant role in leadership studies today, particularly in community leadership be-

cause of the number and variety of stakeholders involved in the process.

- ***Trustworthiness.*** Collaborative leaders must be able to inspire trust in those with whom they work. They must be reliable, prompt, honest, and true to their word.
- ***Patience.*** Strong process leadership necessarily involves patience. Participants in collaborative processes frequently describe them as long and frustrating. Collaborative leaders are able to patiently deal with high levels of frustration.
- ***Abundant energy and hope.*** Effective leaders sustain the collaborative process by infusing and reinfusing it with fresh energy and confidence, and with a generous supply of hope. They are able to call on these qualities within themselves and share them in a natural, unforced way.

Three Ways to Sustain Collaboration

Once a collaborative process is initiated, that is, an inclusive group of stakeholders is convinced that something can be done and are meeting together as peers, leaders need to turn their attention to sustaining the process. Collaborative leaders can promote and sustain a collaborative effort in three significant ways: (1) Lay the groundwork early; (2) Protect the process through active leadership; and (3) Keep the focus on the common goal.

1. Lay the groundwork early

Action taken in the early stages of collaboration to build relationships of trust and respect, and to create norms for constructive engagement, will pay off later. Sustaining a collaborative initiative through challenging times depends more on preventive measures that set up future success than on intervening, mitigating measures that are done when frustration, skepticism, and conflict inevitably appear.

Building a climate of trust and openness is essential. Trust comes from shared experiences and confidence in the process. Here are the kinds of activities that build trust within a group:

A few committed leaders who can deal patiently with high levels of frustration keep people working together through these long periods when things get tedious. They coach, they cajole, and they continually remind people of the consequences (often negative) if the collaboration breaks down. For collaborative leaders, patience is a virtue.

3. Keep the focus on the common goal

This is the most significant role for leaders in sustaining collaboration. Collaboration will succeed and therefore be sustainable when a deep, experiential understanding of the broader purpose permeates the attitudes and behaviors of the stakeholders. This shift **from** narrow, parochial interests to a broader perspective is subtle and evolving. It does not mean that individual stakeholders do not pursue self-interests; it simply means that individual self-interests are seen as obtainable through the achievement of the broader goal,

This shift is a profound one that marks a turning point in the life of a collaborative effort. When it occurs, it is often signaled by changes in language, changes in group norms, and a reduction or elimination of differences in power and status.

A participant in a collaboration called the Baltimore Commonwealth said, “It just moved from a ‘w&hey’ to an ‘us.’ And it even came out in language. Someone would start, ‘They want to. . .’ then someone else would say, Wait a minute; you’re talking about us,”

While this shift can occur by itself over time, it can also be actively promoted by leaders of collaborative efforts. Leaders who aggressively articulate and pursue the common purpose elevate it to a clear and compelling status.

Building and sustaining a collaborative climate for the long run depends on promoting and encouraging these shifts. And that means building trust early, safeguarding the process during the inevitable difficult periods, and actively advocating a broad community perspective.

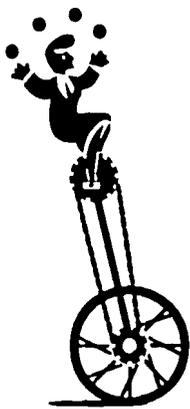
Dos and Don'ts

As with any organizational effort, the collaborative community initiative or coalition requires a familiar set of concrete tasks to start and keep it moving. To build commitment to a shared vision and to the mission of the collaborative effort or coalition, key constituents will have to (1) develop measurable written short-term and long-term goals and objectives to use as a guide, (2) generate a plan of action, and (3) provide a system of ongoing assessment and evaluation of activities.

And, just as in other organizations, coalition leadership requires attention to basic organizational functions — communication, clarity of roles, and decision making. However, because coalitions are in some ways unusual forms of organization they raise special leadership issues.

Here are a few “dos” and “don'ts” to keep in mind as you move toward collaboration and coalition building:

- **Remember** to delegate. Collaborative leaders should act as catalysts instead of doers of the action. An excellent program manager and developer who knows how to get things done can actually be less successful as a coalition leader, since he or she may not foster delegation and develop new leadership. Coalition leaders must support the active engagement of all members and seek support for themselves from others in the coalition.
- **Don't try to juggle too many balls.** Coalitions, when they become effective, open more and more doors with each success. Balancing these various opportunities and obligations is critical. Coalition leaders often find themselves juggling too many commitments, responsibilities, and roles. If this happens you will end up spreading yourself — and the coalition — too thin.
- **Don't take it personally.** Coalition leaders are often the target of both criticism and jealousy. Because these leaders are central and visible figures, such negative reactions can occur without any inappropriate action by the leader. If you understand that this is a natural part of the group process, you will be better able to deal constructively with both criticism and jealousy by listening and responding nondefensively.
- **Maintain an action orientation.** Many coalitions get bogged down in lengthy planning processes or in cautiously avoiding controversial issues. By maintaining an action orientation you



can move the coalition toward implementation and accomplishment so that members keep a balance between the time that they put in and the benefits they reap from the coalition's achievements. This drive for products must be carefully linked with a thoughtful coalition process.

- ***Don't hog the spotlight.*** Leave your ego at the door and be ready and willing to share the glory and the spotlight with other coalition members and other entities in the community. This can be a complicated tightrope: being too modest can lead to the coalition remaining invisible, but being too forward may bring resentment.
- ***Don't avoid conflict.*** Collaborative leaders should appreciate the benefits of conflict, since conflict is a regular part of what happens in coalitions. Seeing conflict as an opportunity to be grappled with, rather than a horror to be avoided, is crucial to coalition leadership.
- ***Don't forget to celebrate the small victories.*** Overwhelmed by larger goals and the sheer volume of everyday tasks, the little accomplishments of a coalition sometimes get overlooked. Taking the time to recognize and enjoy these small victories can go a long way toward balancing out the tedium and frustration that can bog down the spirit of a coalition. Small celebrations renew energy, hope, confidence, and commitment, and thus keep the process alive and moving.
- ***Don't overlook your staffs management needs.*** Some collaborative efforts have a paid leadership **staff**; others employ a totally voluntary staff emerging solely from the membership; still others use some combination of paid and volunteer leadership. Having paid coalition staff (versus only volunteer leadership) raises potential issues that need to be addressed and resolved, as they can set the tone of the coalition or community effort.

Taking the time to recognize and enjoy small victories can go a long way toward balancing out the tedium and frustration that can bog down

Everything you always wanted to know about becoming a collaborative leader

In their study of collaborative leadership, **Chrislip and Larson (1994)**, found that in order to succeed, community initiatives need a few leaders who are guided by the following principles:

1. Inspire commitment and action

- You catalyze, convene, energize, and facilitate others to create visions and solve problems.
- You create new alliances, partnerships, and forums.
- You lead in unfamiliar territory where few established working relationships exist.
- You are action oriented; but the action involves convincing people that something can be done, not telling them what to do or doing the work for them.
- You bring people to the table, help them work together constructively, and keep them at the table.
- You initiate a process that brings people together when nothing else is working.

2. Become a peer problem solver

- You are active and involved.
- You help groups create visions and solve problems.
- You do not engage in command-and-control behavior, You inspire confidence of the stakeholders in the credibility and effectiveness of the shared process.
- You de-emphasize power and status differences among the participants, and engage in helping peers solve problems.
- You invest participants' energy in the people, building relationships and the process.
- You promote commitment and involvement by the participants, creating a credible, open process in which participants have

confidence, resisting shortcuts and protecting the process against vested interests.

- You rely on participants' credibility, integrity, and ability to focus on process.

3. *Build broad-based involvement*

- You seek to include those with different perspectives, beliefs and values.
- You take responsibility for building broad-based involvement, understanding that results are not possible without it.
- You make a conscious and disciplined effort to identify and bring together stakeholders who are necessary to define problems, create solutions, and get results,
- You take great pains to be inclusive, recognizing that many collaborative initiatives fail because the right people were not included.

4. *Sustain hope and participation*

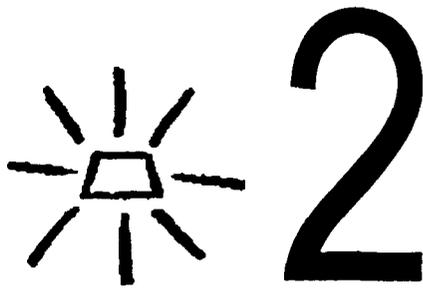
- You convince participants that each person's input is valued.
- You help set incremental and obtainable goals.
- You encourage celebrations of achievement along the way
- You sustain confidence by promoting and protecting a process in which participants believe.
- You sustain commitment to the process.
- You keep people at the table when more traditional but destructive ways seem tempting.
- You help groups do hard work when it would be easier to quit.

KEY LEARNINGS

- ◆ Traditional leadership won't work in the collaborative context. A new kind of leadership is required for community initiatives.
- ◆ The role of leadership in collaboration, then, is (1) to engage others by designing constructive processes for working together; (2) to convene appropriate stakeholders; and (3) to facilitate and sustain their interaction.
- ◆ The role of this new leader is not to make unilateral decisions and take individual actions; rather, it is to facilitate and safeguard the interactive process.
- ◆ A new kind of leadership requires new kinds of skills and behaviors, among them the ability to be inclusive and promote diversity, facilitate interaction, and constructively resolve conflicts.
- ◆ Shared leadership is the key to community empowerment; this includes encouraging and developing new leaders.
- ◆ The effective collaborative leader is not all charisma and control. His/her chief character traits include flexibility and patience.







Chapter

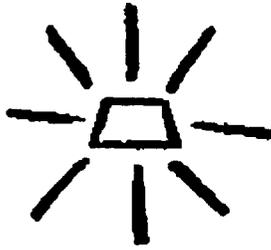
Multiculturalism and Coalitions

PART 1: CHARACTERISTICS OF CULTURE

PART 2: HOW DO WE INSURE **CROSS-**
CULTURAL AWARENESS

PART 3: HOW TO BUILD EFFECTIVE
MULTICULTURAL COALITIONS

PART 4: MULTICULTURAL DYNAMICS



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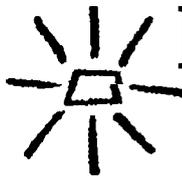


Beth B. Rosenthal, Consultation and Training
324 Lafayette St., 7th Fl., New York, NY 10012-2726 (212) 925-8051

David Chrislip, Consultant and Writer on Leadership and Collaboration
3045 5th St., Boulder, CO 80304 (303) 786-7591

Jewru Bandeh, Executive Director of Logistical Services, Tulsa Public Schools
3027 South New Haven, Tulsa, OK 74147 (918) 746-6514

Susanna Trasolini, Ph.D., The Healthcare Forum
425 Market St., 16th Ft., San Francisco, CA 94105 (415) 356-4300



Multiculturalism and Coalitions

Purpose

How do you make sure that your community-based organization or coalition is inclusive? How do you build broad-based community involvement? This chapter will stimulate your thinking about multicultural diversity and the role it plays in your day-to-day activities. It will also help you understand how a conscious and disciplined effort to identify and bring together diverse stakeholders can increase your chances of success significantly.

Learning Objectives

You will:

- understand the importance of diversity in building broad-based involvement;
- understand that those with different perspectives, beliefs, and values are necessary in defining problems, creating solutions, and getting results;
- understand how we can strengthen our common work by dealing with multicultural differences;
- become aware of sensitive issues and dynamics that can help you detect potential obstacles and develop approaches to address them; and
- learn successful strategies for dealing with a variety of common multicultural issues.

Overview

Diversity is a reality; we are all connected through the increasing globalization of communications and trade, immigration, and labor practices. Changes in one part of the world affect people everywhere through environmental impact, migration, and the availability of goods and resources. Within the United States, and particularly in urban communities, people from different backgrounds are living, working, and studying together, as well as intermarrying in greater numbers than ever before. According to a 1987 Hudson Institute study entitled *Workforce 2000*, the new entrants to the work force by the year 2000 will be 85 percent

...we must recognize that any hope for progress lies in the revival of a shared sense of community in which the power to change comes from connection and shared purpose, not from confrontation and separation.

people of color, immigrants, and white women, whereas only 15 percent will be white men. Our survival is linked with diversity; we need to become comfortable living in such a multicultural society.

David **Chrislip** (1995) writes that the results of our efforts to understand different racial, cultural, class, and **sectoral** perceptions of leadership and power, community needs, and barriers to working together suggest the need for a much more powerful way to overcome the obstacles presented by a diverse society.

First, we must recognize that any hope for progress lies in the revival of a shared sense of community in which the power to change comes from connection and shared purpose, not from confrontation and separation,

Second, we must learn to talk to with each other as citizens who share a common destiny, not as advocates of parochial interests. “Community” and “**conversation**” are the only means that will allow us to create a society of tolerance, justice, responsibility, and caring. These things are not learned through sterile, superficial interventions that help us “just get along.” Instead, community and conversation must be learned through powerful, transforming experiences that allow us to engage and act together to address mutual concerns.

Third, we need to satisfy fundamental human needs. These needs embrace inclusion (a sense of belonging and community), recognition (respect, care, and love), a sense of self-worth, a feeling of control over one’s life, and the opportunity for living up to one’s aspirations (personal fulfillment).

It enriches our own experience to work closely with people from different cultures. We learn much **from** sharing visions, customs, beliefs, and values. Exposure to different approaches to problem solving and social change greatly expands our own vision and contributes new ideas to our repertoire of tools and tactics. Inclusion of varying viewpoints increases creativity and innovation. This is an adaptive response to our increasingly turbulent, interdependent world. Given the increasing diversity of that world and the interconnected problems and solutions we deal with, working together is the best, most viable strategy for accomplishing our goals.

The issues your coalition works on affect many different groups. All **stakeholders** have insight into how to address their own problems. By combining perspectives and experiences we can create more comprehensive approaches with much greater impact on social and economic problems.

Characteristics of Culture

According to Dr. Earl Braxton, a culturalist, “All people have the same basic human needs. Every culture responds to these same human needs; the difference lies in how a particular group meets these needs. Our culture shapes our response to the needs.” Culture implies an integrated pattern of human behavior, symbols, values, and institutions that distinguishes one group from another. It refers to learned, shared, and transmitted ideas, values, and traditions. Culture forms the basic framework by which individuals live and form relationships, beliefs, and attitudes. This framework includes:

- the language we speak;
- food we eat and how we eat it;
- our beliefs and superstitions;
- what we wear and how we dress;
- concepts of time;
- how we communicate and the symbols we use;
- our attitudes and behavior patterns; and
- our music, literature, and other arts.

“Cultural competency” refers to the awareness and ability of an individual, organization, or system to function effectively in light of cultural differences. A culturally competent organization is aware of and values differences and adapts to diversity. A culturally competent coalition or collaborative organization of care does the following:

- acknowledges culture as a primary force in influencing behaviors, values, and organizations;
- understands that natural systems including family, church, and neighborhood are primary bases of support;
- acknowledges and respects the unique culturally defined needs of individuals in the organization;
- understands and accepts the situation when the values of individuals or of a minority group are in conflict with dominant (majority) society values;
- respects cultural preferences among individuals; and
- recognizes that concepts such as **“family,” “organization,” “neighborhood,”** “community,” vary from culture to culture and for subgroups within cultures.

A culturally competent individual is able to:

- share in social experiences;
- project a feeling of respect for others;
- listen and communicate with understanding;
- empathize;
- avoid making value judgments;
- identify with others' socioeconomic status; and
- be sensitive to different perspectives.

Cultural Competence Continuum

The following continuum relates to Systems, Organizations, Institutions and Agencies.

Cultural Destructiveness

- Most negative
- Organization supports policies, attitudes, practices destructive to a culture

EXAMPLES:

- Apartheid in South Africa
- Exclusion Laws, 1885-1965
- Prohibiting Asians from bringing spouses to the US

Cultural Incapacity

- Simply lacks the ability to be responsive. Basic superiority of dominant culture, “paternalistic” posture toward “lesser” cultures

EXAMPLES:

- Discriminatory hiring practices
- Subtle unwelcome message
- Lower value expectations of other culture/people of color

Cultural Blindness

- Unbiased, well-intended philosophy feels strategies applicable to dominant culture are effective with all people. The “we are all equal” syndrome

EXAMPLES:

- **Progress** — how closely client approximates standards of behavior of the “higher” culture
- **Goal** — to “rescue” them and to make them like us

Cultural Pre-Competence

- Organization recognizes its inability to provide appropriate service to clients of a different culture as structured. “What can we do?” is question asked.

SUCH ORGANIZATIONS:

- Try experimental practices
- Hire people of color
- Offer diversity training to staff from dominant culture
- Look for other methods to be effective with minority clients

Cultural Competence

- Respect for differences among cultural groups
- Continuous self-assessment
- Expansion of cultural knowledge, attention to dynamics of difference

SUCH ORGANIZATIONS:

- Provide support to all staff to upgrade skill/ability to work cross culturally
- Seek advice from minority communities regarding services
- Hire employees who respect unique aspects of different cultures
- Use information to provide effective treatment
- Understand relationship between socioeconomic and political factors affecting client cultures, in regard to policy, administration, and practice

Cultural Proficiency

- **All** aspects of cultural competency incorporated in policy, practice and attitude
- Has ability to add to the body of knowledge and to teach concepts to others

Lessons from Experience

David Chrislip (1995), shares the following lessons of experience from successful collaboration with very diverse groups. He suggests a set of premises for working with diversity that can help us realize its benefits and overcome its obstacles:

- People must be truly legitimized and accepted in the identities of their own race, gender, culture, class, or sector before they can move to another level that recognizes a shared humanity.
- Ultimately, people must see each other as fellow human beings who happen to be black, white, latino, **asian**, male, female, gay or lesbian, and so on. Only in this way can diverse people see shared needs and begin to break down perceptions of other groups as monoliths opposed to their own needs and aspirations.
- Moving people to the recognition of a shared humanity requires a transforming experience, one that fundamentally confronts and changes basic perceptions about others. It takes time and effort to facilitate this transformation.
- Experiences that transform how we see each other must be consciously designed and integrated into interventions that bring diverse people together. These experiences help people build trust, learn to respect and care for each other as fellow human beings and peers, listen to each other, and work together in constructive ways.
- Interventions must engage people around issues that genuinely concern them and meet real needs. Working with diversity is not primarily about just getting along; it is about addressing real issues of shared concern. When people are collaboratively engaged in constructive ways around these issues and they achieve tangible results, they become empowered and the character of their relationship changes.
- Interventions must be broadly inclusive of stakeholders across boundaries of race, culture, class, sector, gender, sexual preference, age, and so forth. Participants must have a real say in the results of the process.

- Participants are brought together as peers with no distinctions made for position, money, power, and so on. No group dominates.
- The experiences and stories of participants are as valuable to the process as expert information about issues.
- Interventions must respond to the real needs of individuals, neighborhoods, and the broader community rather than only to the pressures of organized interest groups and power players.
- Working successfully with diversity is not an overnight process. It requires a thorough understanding of the dynamics of human interaction around a particular situation, a well-conceived process that responds specifically to the dynamics of the situation (i.e., there is no one model that will work in every situation), highly skilled facilitators with a range of tools to create transforming experiences and get results, and credible leadership that can convene people and catalyze action.

How We Ensure Cross-Cultural Awareness

There are a number of ways to achieve this. First, it's important to have a grasp of the issues you're likely to face. In the following pages, Beth Rosenthal (1995) outlines a variety of issues that you need to be aware of as you work with others in the community.

What multicultural issues to expect in your coalition

In multicultural coalitions we are likely to be working with people of different colors, national origins, ethnic groups, genders, social and economic classes, ages, sexual preferences, work experiences, spiritual and religious practices, and physical and mental abilities. Some may speak a different language, have a different conception of time, or interpret events from their unique standpoint. These differences inevitably affect our way of working together.

Few of us have much experience in working closely with people from different backgrounds. Most of our ethnic and racial groups traditionally survived by focusing on their own internal development, operating

Experience as victims or perpetrators of oppression leave us with scars and attitudes that can seriously impede collaboration.

within insulated communities. Consequently, we lack familiarity with diverse behaviors and values, and do not automatically trust each other's motives or commitment.

Some of us may have experienced different sorts of oppression based on our identity, beliefs, or practices. Experience as victims or perpetrators of oppression leave us with scars and attitudes that can seriously impede collaboration.

The history or presence of oppression is a fundamental barrier to collective organizing. It may linger as discrimination or as the perpetuation of stereotypes or prejudice. But one thing is certain — it won't disappear unless we actively combat it within our own organizations and our work with the community. Some types of oppression are:

Racism: The subordination of one group by another based on race. Unlike prejudice or discrimination, which are individually initiated acts, racism as defined by Delgado is “an institutionalized system which perpetuates both individual acts of discrimination and racial subordination — a system supported by culturally sanctioned beliefs which, regardless of intentions, upholds the advantages of whites.” Although Delgado was speaking specifically of the predominant form of institutionalized racism in the United States, many groups have been subjected to racism, and participants in a multicultural coalition, particularly if recent immigrants, may have their own experiences to relate.

Anti-Semitism: The subordination of Jewish people by other groups, often leading to violent acts against people based on their Jewish heritage.

Sexism: The subordination of one sex by the other, almost always used to mean subordination of women by men.

Ageism: Discrimination against people based on their age, usually directed against older people or teenagers.

Heterosexism: Prejudice and oppression against gays and lesbians based on their sexual orientation.

Nationalism: Favoritism of the interests of people from one nation over those from others.

Classism: Subordination of people from lower socioeconomic classes by those from the upper classes, that is, class privilege.

How to Build Effective Multicultural Coalitions

Cultural differences can either enrich or impede coalition function. Creating multicultural coalitions challenges us to deal with differences and use them to strengthen our common work. Awareness of sensitive issues and dynamics can help you detect potential obstacles and develop approaches to address them, preferably before problems arise.

Building effective multicultural coalitions involves:

- articulating a vision;
- conducting strategic outreach and membership development;
- setting ground rules that maintain a safe and nurturing atmosphere;
- establishing a structure and operating procedures that reinforce equity;
- **practicing** new modes of communication;
- creating leadership opportunities for everyone, especially people of color and women; and
- engaging in activities that are culturally sensitive or that directly fight oppression.

Racism to Expect in Your Coalition/Organization

Cultural Racism — Widely shared beliefs, sentiments, behaviors, orientations, and customs which assign negative value/inferior social status to a people and their culture.

Institutional Racism — Exercised by people in power, resulting in a differential/negative impact on particular individuals and groups by denying, limiting, and/or reducing access to the goods, benefits, services, and protection of society on the basis of race in a way that is systematized and self-perpetuating.

Primary Group Racism — A set of intimate, expressive relationships which accept or reject for membership and inclusion on the basis of race. Both consciously and unconsciously.



Exercise 1

Inclusivity Checklist

Instructions: Use this Inclusivity Checklist to measure how prepared your coalition is for multicultural work, and to identify areas for improvement. Place a check mark in the box next to each statement that applies to your group. If you cannot put a check in the box, this may indicate an area for change.

- The leadership of our coalition is multiracial and multicultural.
- We make special efforts to cultivate new leaders, particularly women and people of color.
- Our mission, operations, and products reflect the contributions of diverse cultural and social groups.
- We are committed to fighting social oppression within the coalition and in our work with the community.
- Members of diverse cultural and social groups are full participants in all aspects of our coalition's work.
- Meetings are not dominated by speakers from any one **group**.
- All segments of our **community** are represented in decision making.
- There is sensitivity and awareness regarding different religious and cultural holidays, customs, recreational preferences, and food choices.
- We communicate clearly, and people of different cultures feel comfortable sharing their opinions and participating in meetings.
- We prohibit the use of stereotypes and prejudicial comments.
- Ethnic, racial, and sexual slurs or jokes are not welcome.

Multicultural Dynamics

In each of the sections below, typical multicultural dynamics are described, followed by suggestions for addressing or avoiding them.

1. Vision/Context

History and trust. It takes time and effort to enable groups with historically antagonistic or oppressive relationships to trust each other and begin to work effectively together.

Cultural dominance and insensitivity. White people often put people of color in difficult and compromising positions in multicultural coalitions. They may consciously or habitually act superior and condescending; they may approach members with stereotypical notions or generalize about an entire people based on their experience with one person; they may be overprotective and patronizing, or exclude, ignore, or avoid involving people of color. A frequent complaint from people of color is that when they are in the minority in a coalition, they are asked to teach others about their culture, or to explain racism and oppression, rather than having everyone educate themselves or at least approach the learn-



ing process as an equal exchange. In coalitions where white people are the majority, people of color may be expected to conform to white standards, to be bicultural and bilingual; this accommodation takes enormous energy to sustain,

The initiating group of a coalition may not be culturally diverse; its reasons for starting the coalition may not appeal to other groups. Members' vision may not reflect diverse cultures, issues, and concerns. Consequently, some people may not be attracted to the coalition, whereas others may actually feel excluded or ignored.

Suggestions:

- Make a commitment to create an organizational culture that embraces and grows from diversity.
- Become aware of what dimensions of cultural diversity exist in your coalition,
- Respect and celebrate the various ethnic, racial, cultural, gender, and other differences in your group. Make the time and create the space for this to occur.
- Cultivate a multicultural atmosphere. Incorporate language, art, music, rituals, and ways of working together that derive from diverse cultures. Have appropriate resources and educational materials available and encourage people to use them.
- Provide a nurturing environment in which it is safe for members to talk about differences rather than ignore them.

2. Membership recruitment/outreach

Membership recruitment. It is difficult for monocultural or homogeneous organizations to cultivate cultural diversity, This usually requires a conscious outreach effort to recruit representatives of other groups. The people targeted may well feel suspicious about the motives for this invitation, the role they will be expected to play, and the sincerity of the desire to fully involve them and incorporate their concerns. Entering a coalition with an existing (exclusionary) membership that has already decided on its goals and activities is not an attractive proposition. It is even more daunting if you don't know the people or don't trust them.

Tokenism. There is increasing pressure on primarily white coalitions to diversify their membership. Some funding sources require it. Also, coalitions lack credibility when working in communities of color, or on issues affecting diverse populations, **if they** do not have representatives of these groups as visible leaders or members. Recruiting diverse participants as an end in itself — for numbers or visibility alone — is not what we're after. Many problems arise from this sort of tokenism. Often there is no attempt to share power or responsibility; people may be given titles without authority and responsibility without the resources or information to fulfill it — setting them up to seem ineffectual and to look bad.

Include diverse groups at the coalition's inception rather than later.

Changing goals, strategies, and ways of working. Many coalitions form among people who already know each other and only later realize that they will not have legitimacy or be effective unless they include other groups. In these cases there is a genuine desire for diversity as vital to the success of the coalition. Becoming multicultural is a challenge because inclusion of new groups as equal and active members will necessarily change the coalition's goals, strategies, and ways of working. For everyone, especially the newcomers, leaving their place of solidarity and familiarity feels scary, and will not be undertaken without some guarantees or tradeoffs. Multiculturalism requires moving into a new frontier, defining things collectively, and developing mutual trust and accountability based on the recognition of equality.

Suggestions:

- If possible, include diverse groups at the coalition's inception rather than later. This can ensure that your coalition's development reflects many perspectives from the very beginning. It can also minimize real or perceived tokenism, paternalism, and inequality among the people who join later.
- Consciously give priority to increasing diversity. Consider all the **different** dimensions of diversity when identifying, selecting, and recruiting prospective coalition members.
- Recognize that changing the appearance of your membership — seeing variety — is only the first step toward attaining an understanding of and respect for people and other cultures.
- Welcome and highlight different sorts of contributions, special skills, and experiences.

- Provide incentives and trade-offs to recruit diverse participants. Be prepared to operate in new ways, share control, and build trust. Make an ongoing commitment of coalition resources to issues of importance to the diverse group members,
- Respect the right of organizations to maintain their own separatism if they wish. Given their own political perspective or stage of organizational development, they may prefer to work strictly on their own rather than join a multicultural coalition. Try to initiate a relationship that might lead to a stronger alliance in the future.
- Develop and use ground rules for your coalition that establish shared norms, reinforce constructive and respectful conduct, and protect against damaging behavior (see Exercise 2).
- Encourage or help people to develop qualities such as patience, empathy, trust, tolerance, and nonjudgmental attitudes,

Sample Ground Rules For Multicultural Coalitions



Exercise 2

Instructions: Many coalitions find it useful to create ground rules for group behavior and coalition operation. Agreeing to abide by these group rules can help coalition members to develop a group norm, and help create an environment in which everyone feels comfortable.

You may come up with one set of ground rules that apply to all coalition meetings, or create special rules for different occasions. Make sure that all participants contribute to creating or approving the ground rules, and give each person a copy or post them in a prominent location. Here are some sample ground rules that relate specifically to multicultural issues. Use them with your group to create a climate that will work for you. (Make up your own ground rules; these are just examples).

We agree to:

1. Share information about our groups and learn from others about theirs.
2. Be respectful of the way that others want us to treat them. We will not demean, devalue, or in any way put people down. We don't make jokes at the expense of others.
3. Give new voices a chance. Do not dominate the discussion.
4. Actively combat and correct misinformation and stereotypes about our own and other groups.
5. Keep our discussions confidential and respect people's privacy.
6. Treat our own and other people's ideas and emotions with respect.
7. Listen and avoid interrupting when someone speaks.
8. Avoid blaming, accusing, or making generalizations about others.
9. Respect everyone's feelings when unavoidable disagreements arise.
10. Treat people as individuals, not as representatives of a **group**.
11. Respect everyone's uniqueness and our differences. There should be no "dissin" (acting with disrespect).

3. Organizational structure and operating procedures

Sharing the work. Different groups will have varying degrees of commitment to the coalition's work, and will bring distinct contributions and expertise to the process. Sharing the work does not mean doing everything the same way — ideally, coalitions need to find ways to value diverse contributions and allow for different levels of participation. Create systems and ensure equity in voice, responsibility, and visibility for all groups.

Sharing the power. The structure of coalitions often resembles the usual organizational hierarchy, with some group or leader in charge. This structure creates a power inequity and is inconsistent with the way that coalition members need to work together as equals, with lateral linkages and mutual accountability.

CASESTUDY



Respecting differences: Winston-Salem, NC

A group of wealthy white volunteers in Winston-Salem initiated an ambitious school-reform project for an inner-city community of color. They had considerable resources and **influence** to help improve the school, but did not want to dictate the changes. They formed a partnership with school officials, government representatives, and parents of the children in those schools. The women volunteers acknowledged that they had little understanding about the day-to-day issues faced by the parents and their families, by the school officials, or by government agencies. In fact, members of these groups were suspicious of the volunteer group's motives and commitment. The volunteers said, "I want to listen to you and learn how I can help." In a series of meetings, each group described its objectives, priorities, and needs. After listening, they began an interchange in which participants suggested approaches and interventions that they thought would help. The cross-fertilization of ideas, based on a deeper understanding of the issues from distinct perspectives, led to a number of innovative recommendations subsequently implemented by the sustained efforts of this partnership.

Suggestions:

- Create a decision-making structure in which all cultural groups and genders have a recognized voice, and regularly participate in high-level decision making.
- Make sure that staffers and board members reflect and represent the community in which you operate.

- Find ways to involve everyone. Use different kinds of meetings, committees, and dialogue by phone or mail to include everyone in as active a role or as informed a position as they want. Give people multiple opportunities to participate.
- Make sure that your commitment to multiculturalism translates into the public image of the coalition. When running meetings or presentations be sure the presenters represent diverse group — not just as tokens but as substantial participants and leaders.
- Structure equal time for different groups to speak at meetings.
- Develop operational policies and programs that confront and challenge racism, sexism, and other forms of oppression,
- Evaluate meetings to help articulate and build a common set of expectations, values, and operating methods for coalition functioning.

4. Communication

Organizational and personal style. Organizations vary in their degree of formality, comfort with written materials or direct personal contact, priorities, and use of time. People need to operate in a manner consistent with their own organization and be able to express and validate their indigenous cultural styles.

Communication and understanding. Cultural diversity produces differences in interpretation, perspective, assumptions, and ascribed motives. Beyond actual language differences, there are countless nuances of communication that vary by culture and influence people's points of view. Some people behave more formally in public settings such as meetings; what appears to be objective, professional behavior to them may seem cold and detached to others. Use of physical gestures, tone of voice, and vocabulary may communicate very different things to people from varied cultures. Hugging or hand-shaking can be a sign of friendship and warmth to some and absolutely taboo to others; saying "no" may be the beginning of a negotiation session or the bottom line; establishing eye contact may show sincerity or lack of respect. Members of coalitions need to pay attention to communication differences so that people can express themselves comfortably without appearing discourteous or insulting to others.

Language differences. Many groups automatically communicate through writing and speaking in English. They do not take into account language differences that make it hard for people to understand information or participate equally in coalition discussions and decision making. Special efforts to communicate in multiple languages may be required to ensure the full participation of a diverse membership.

Suggestions:

Communication is the basic tool that your coalition can use to unite people from different backgrounds; it paves the way for understanding and mutual respect.

- Use inclusive and “valuing” language, quote diverse sources, and adapt readily to differences in communication styles.
- Learn and apply the cultural etiquette of your members.
- Avoid false praise or other forms of insincere communication.
- Learn to read different nonverbal behaviors and interpret them as part of the dialogue.
- Make sure that everyone understands the words and references used. Do not assume common understanding or knowledge of unwritten rules of culture. Spell things out and answer questions so that everyone is up to speed.
- Prohibit disrespectful name calling and use of stereotypes; respect and use personal names.
- Use humor appropriately; don’t laugh *at* each other, but *with* each other. If someone makes an insulting joke or comment, the person it was addressed to can say “ouch.” This alerts the group to their discomfort and signals that the joke was not funny, but hurtful. You can explore further by asking the joker and his or her target, “What did that mean for you? What did you feel?” It’s preferable to respond immediately to insulting jokes and encourage the group to say how the joke made them feel. Never let this slide. At a minimum, take the person aside and alert him or her to your feelings on the matter.

How to bridge language barriers

- Accommodating language difference may be time consuming, but it is essential. Multilingual coalitions should line up translators or volunteers to help with this.
- Determine whether meetings will be bilingual and how to use translation. If at least half of the group speaks another language it is helpful to have total translation of each statement. You may want to break up into small groups, each conducted in a different language, to ensure understanding and participation. The report back and summary can be translated. If only a few people do not speak English, someone who is bilingual can sit near them and translate or answer their questions as the meeting progresses.
- Encourage participants to raise questions or make statements in their primary language (you can provide translation for the rest of the group).
- If a large contingent speaks another language, it may want to hold its own separate meetings. In this case, make sure that the same issues are addressed in the parallel meeting, and request some deliverables — answers to specific questions or lists of ideas — from both groups that will connect their separate discussions and move the coalition ahead.
- Make sure that all coalition written materials are produced, read, and used in all languages that the group speaks.
- Consciously build a multicultural vocabulary, using terms and phrases that describe cultural relations as they should be. Be prepared for words to change action, and actions to change the coalition in real ways.

Recruitment: Brooklyn, NY

Recruitment of diverse groups are vital to the coalition effort. ATURA, a neighborhood coalition, was trying to develop a multiblock waterfront land parcel as a local economic-development enterprise for a poor and working-class multiracial community in Brooklyn. When founding coalition members saw that strategy meetings were attended mainly by white residents, they suspended planning for three months in order to recruit people of color who lived in the area.

CASESTUDY



5. Leadership development and opportunities

Decision making and power issues. It is extremely important that you pay attention to who is making decisions and who holds power in a coalition. Groups with previous alliances or mutual familiarity may assume leadership as an expedient way of getting things done without considering how this looks to others who are left out of the inner circle. Coalitions should be operated as models of shared power, which means that special efforts need to be made to include all groups and perspectives in the decision-making body.

Suggestions:

When leadership is shared by a diverse group of people, the direction of the coalition is immediately infused with a more inclusive, rich assortment of perspectives and leadership styles. Coalition management is enhanced because the combined experience of the leaders advances awareness of the priorities and requirements for each part of the membership.

- Develop a variety of leadership positions and a mechanism for leaders to work together, such as a steering committee composed of different committee chairpersons. This enables many people to function as leaders and also encourages an interchange of leadership styles.
- Include different types of people in leadership positions so that your coalition can legitimately articulate a multicultural vision and values.
- Help cultivate the leadership capacity of others, particularly people of color. Help people gain competence in new areas. Structure in opportunities for shared tasks, mentoring, and pairing up leaders with less-experienced people so that skills are transferred and confidence is increased.

CASE STUDY *Diverse leadership: San Francisco, CA*



The **MISSION AREA COALITION** in San Francisco created vice president seats for each of the constituent groups in the membership — Nicaraguan, Chicano, and Chinese American. This served not only to provide visibly diverse leadership but also to foster greater involvement from each group, because each felt ownership of and recognition from the coalition.

6. Activities

Activities that meet everyone's needs. Coalitions may not offer activities that are appealing to all members. Those who join the coalition as a way to create social change need to see action with results. Those who are trying to build community will be more interested in activities that promote cultural sharing and understanding. Some people expect the coalition to produce direct benefits to them or their organization, and will be disappointed if it fails to do so. Activities need to meet goals, continue to build the coalition as a solid group, and renew the commitment of the members.

Social and cultural activities. Coalitions can foster friendships between members by creating relaxing recreational events. Cultural differences are often apparent in choices about such events. For example, what is fun for one group may be unpleasant for others; food considered a delicacy by someone may be unfamiliar or taboo by someone else. Members may disagree about where to hold events, which activities to organize, whether to invite the whole family, and whether gay couples will feel welcome. Senior citizens may prefer bus trips over disco nights. Some Jewish people don't eat non-kosher food, and Muslims don't touch pork. Not everyone can dance to salsa and meringue music, or understand rappers. Some people like picnics or barbecues more than fancy nightclub events. Avoid inadvertently excluding members or supporters by not considering their preferences and customs.

Suggestions:

The activities of a multicultural coalition can range from things that support the common good to antiracism or antioppression work that affects conditions in the larger society. Coalitions consciously pursuing diversity must factor in the time and effort to make these happen. These activities should be an integral part of your coalition's work, not a separate set of "diversity" projects.

- Integrate aspects of different cultures into all your activities rather than holding isolated "multinational dinners" and the like. Virtually all activities lend themselves to a multicultural approach: social events, sports, street fairs, talent shows, campaigns, neighborhood improvement projects, demonstrations, and lobbying efforts.

Activities need to meet goals, continue to build the coalition as a solid group, and renew the commitment of the members.

- Consciously develop projects that people from different cultural backgrounds can work on together. Create mixed teams or small groups so that people gain more experience in working together.
- Sanction the periodic use of monocultural caucuses or teams as a way of supporting the need for each group to solidify its position and fortify its own approach to working with the coalition.
- Conduct special activities that educate everyone about different cultural concerns -for example, forums, conferences, panels, and organized dialogues.
- If your activities are not attracting or involving a diverse crowd, try running special events that are geared specifically to different groups. Such events need to be led and organized by representatives of these groups. Let your coalition or community population determine the issues and events that it feels are important. Don't assume you know what is best.
- Take responsibility for making your coalition's activities and programs address multicultural concerns. Begin with a needs assessment and review your coalition's track record on cultural sensitivity. Examine any racial incidents, insults, harassment, or violence that have plagued the coalition or the community you work in. Remember if and how the coalition responded. Identify strategies or programmatic changes that would strengthen the coalition's multicultural capacity and enhance its response to incidents of oppression,
- Conduct prejudice-reduction work such as **multicultural-awareness** training to change assumptions and attitudes among your membership or community. With skilled facilitators and/or trainers, such training can help your coalition members appreciate differences and understand how to reduce insensitive behavior.
- Network and collaborate with other groups committed to multiculturalism, or with those fighting oppression or in other ways promoting social justice.

Continuum of Individual Intercultural Sensitivity

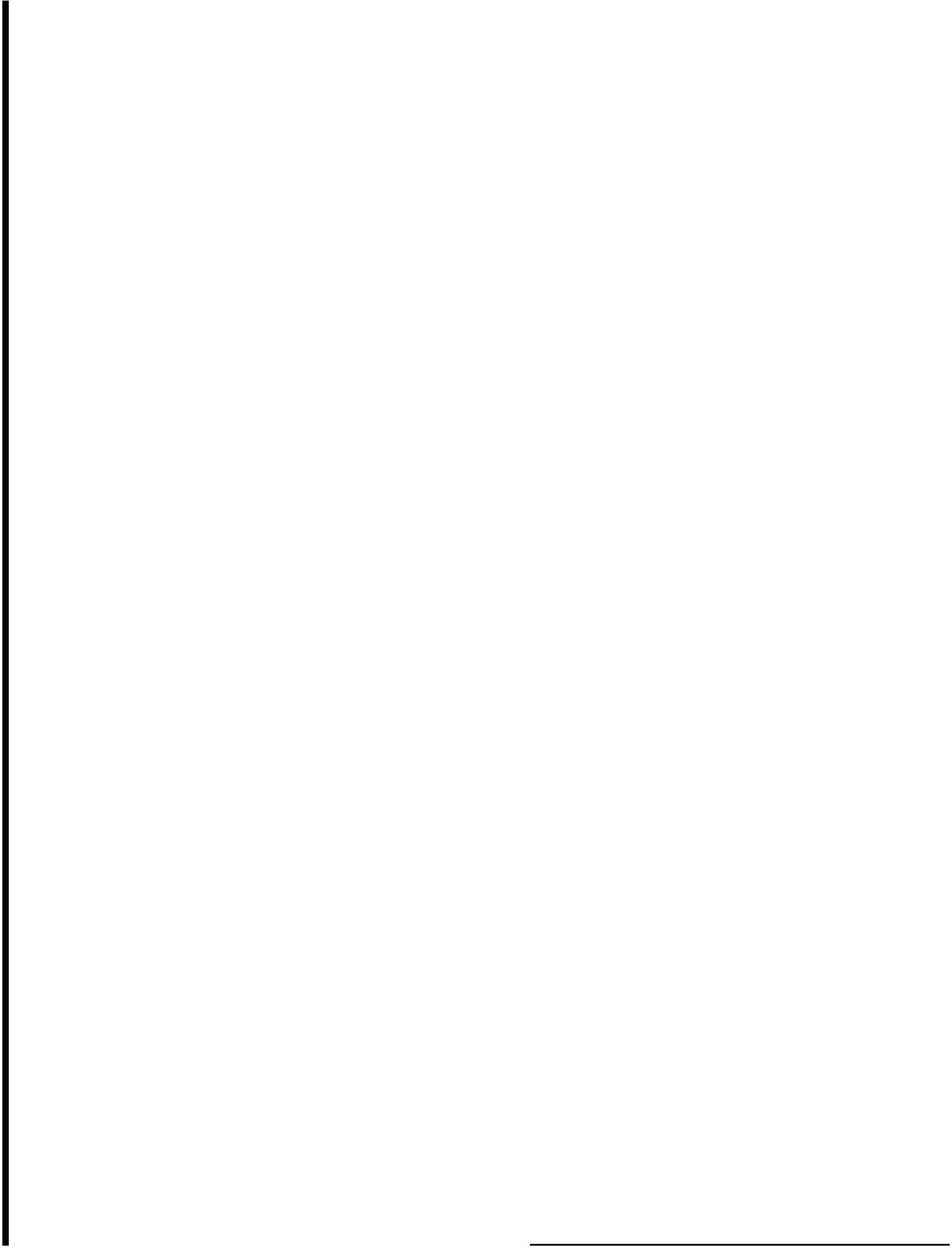
Ethnocentric Stage			Ethnorelative Stage		
Denial	Defense	Minimization	Acceptance	Adaption	Integration
<p>Individual's world view is unchallenged</p> <p>use splitting as a defense mechanism — "people are all good or bad"</p>	<p>differences are perceived as a threat</p> <p>tolerance is based upon the notion that the individual's culture is better than others</p> <p>"wanna be" — deny validity of own culture</p>	<p>stereotyping and projection of beliefs about a group upon group members</p> <p>little sensitivity to cultural issues</p>	<p>beginning respect</p> <p>non-judgmental attitude</p> <p>beginning to accept self</p>	<p>development of empathy</p> <p>behavioral changes</p> <p>more comfortable being with people of Color</p>	<p>appreciates different cultures</p>

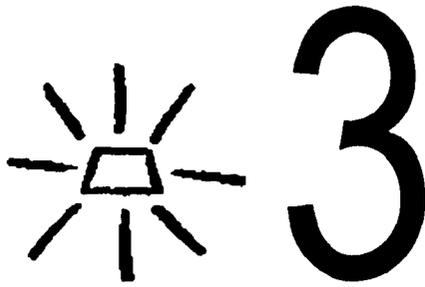
Acknowledgement: Dr. E. Baxter, CTTI, 1992

KEY LEARNINGS

- ◆ Coalitions are ideal vehicles for building positive multicultural projects and relationships.
- ◆ There is a difference between recognizing cultural differences and consciously incorporating work that is antiracist, antisexist, and so forth, in all aspects of coalition life.
- ◆ Coalition leaders need to use strategies and structures that maximize diversity and use it to increase effectiveness.
- ◆ Embracing cultural differences is not separate from the issue-oriented work of a coalition; it is inherently part of the coalition's perspective on issues, possible solutions, and internal membership and operating procedures.







Chapter

Building the Coalition

PART 1: WHY START A COALITION?

PART 2: WHAT IS A COALITION?

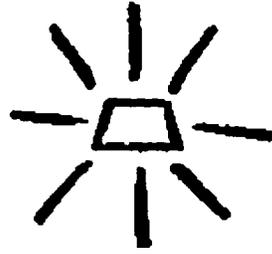
PART 3: WHERE TO START?

PART 4: YOUR COALITION CONVENES •
NOW WHAT?

PART 5: A FEW KEYS TO SUCCESS

PART 6: SUSTAINABILITY

PART 7: EVALUATING YOUR EFFORTS



Acknowledgments

CHAPTER THREE WRITTEN BY:



Thomas Wolff, Ph.D., Executive Director, AHEC Health and Human Services
Community Partners, University of Massachusetts
24 Prospect Street, Amherst, MA 01002 (413) 2534283

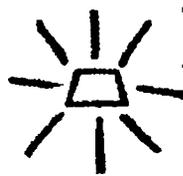
CONTRIBUTING AUTHORS INCLUDE:



David Foster, Ph.D., Consultant
45 Jackson Street, Northampton, MA 01060 (413) 545-1003

Vincent Francisco, Ph.D., The Work Group on Health Promotion and Community
Development, University of Kansas
4001 Dole Building, Lawrence, KS 66045 (913) 864-0533

Anne Cassidy, The Healthcare Forum
425 Market St., 16th Fl., San Francisco, CA 94105 (415) 3564300



Building the Coalition

Purpose

A generic “how-to” manual for the development of a successful coalition can be a challenge to generate in light of the great variation in what is called a coalition. Not only do the definitions vary (from two agencies joining together in a grant submission through a community group with representatives from every sector); but descriptions of a coalition’s success also vary (Le., ‘We have succeeded if we get the chief of police to join our coalition’ vs. ‘We have succeeded if we get the chief fired”).

In any case, this chapter should provide you with a good idea of how to organize a coalition in your community. Prior to doing so, however, it is necessary to spell out some of the basic assumptions of the particular approach to coalition building articulated in this model:

- **Ecological (circumstantial) approach.** Individuals are understood in the broadest context of their environment. Thus when examining social problems (i.e. drug abuse, teen pregnancy), you should always consider the forces that affect the problem, including racism, sexism, class elitism, injustices, and economic mal-distribution of resources.
- **Social change.** Coalitions are committed to addressing components of society that require change, as opposed to improving ways to adapt to society’s ills.
- **Multisectoral and multicultural approaches.** Coalitions need to include everyone in a community. A coalition’s principles must celebrate diversity and value the multicultural characteristics of its community (for more details see Chapter 2). Institutional racism needs to be identified and addressed. In communities of color, empowerment of the community may precede multicultural efforts.
- **Capacity approach.** Coalitions focus on a community’s capacities and strengths as well as its deficits and problems. They focus on individuals as citizens rather than merely as clients.

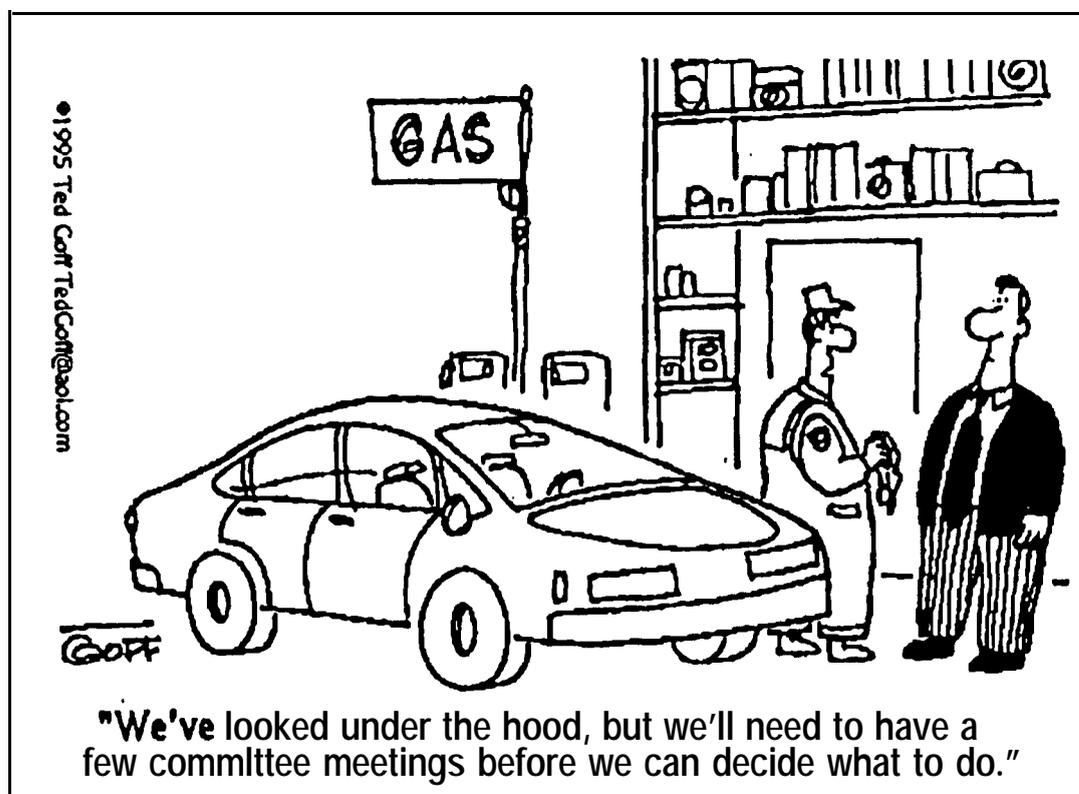
Learning Objectives

You will:

- increase your understanding of why you are forming a coalition;
- learn to identify and recruit members;
- create competent organizational structures;
- increase your coalition's capacity to meet productively and plan ongoing activities;
- move toward action and advocacy; and
- gain expertise in ongoing coalition monitoring and evaluation procedures.

Overview

Coalitions have recently come into their own, but they are by no means a new idea. Alexis de Tocqueville, noted French author of the early 17th century, observed in *Democracy in America* that “Americans are a peculiar people. If, in a local community, a citizen becomes aware of a human need that is not met, he thereupon discusses the situation with his neighbors. Suddenly a committee comes into existence. The committee thereupon begins to operate on behalf of the need, and a new common function is established. It is like watching a miracle.”



This shows us that in order to build a coalition to effect change within your community you need not reinvent the wheel. There are several **tried-and-true** methods for “change agents” — community leaders — to harness the tremendous potential in their own communities. This chapter describes important issues you should be aware of while engaging in this process and steps to follow in order to do so.

Why Start a Coalition?

There are many good reasons to start a coalition. Often one individual has little power to effect broad-based community change. As a result, a small group of individuals who form a community-based organization may have a greater chance of doing so. Further, a group of **community-based** organizations acting together, and in combination with individual representatives from throughout the community — all of whom share a common vision and goals — has the best chance of all of bringing about desired changes and improving a community’s quality of life. Consider the following:

I. Competent Helping Systems

- Increase **Coordination**
- Promote a **Holistic**, comprehensive approach
- Encourage **Collaborative** problem solving
- Increase emphasis on **Preventive** approaches
- Create **Culturally Relevant** solutions
- Integrate **the** formal and **Informal** helping systems
- Increase **Communication** within the system and with the community
- Promote **Planning** and creation of a shared vision
- Increase **Accessibility** to resources
- Encourage **Connection** to the community

II. Mobilized and Empowered Citizenry

- Increase opportunities for citizen **Leadership Development**
- Help create new **Citizen Organizations**
- **Support** existing citizen organizations
- Increase opportunities for citizen and others to **Work Together**

- Provide **Resources** directly to citizens to solve problems (i.e., mini grants)
- **Create Initiatives** based on citizen defined needs, implemented and evaluated by citizens

When a collaborative effort includes large numbers of health-and-human-service providers, it is common to find some tension about the mission. Some members will believe that the group should focus on improving services through increased communication, coordination, and collaboration. Others will focus more on advocating for, and guiding, social change in collaboration with nonproviders in the community. While these are different agendas representing different self-interests, coalitions are able to bridge them by openly acknowledging the differences and creating working groups within the coalition that address each area of concern. The mission statement and goals may even reflect this dual approach explicitly.

Broad-based community coalitions, then, do the following:

- provide an information sharing/networking platform among providers and with the community;
- lend support to projects of individual members;
- provide community education;
- facilitate system and community change;
- increase coordination among agencies and individuals;
- promote a holistic, comprehensive approach;
- encourage collaborative problem solving;
- increase emphasis on preventive approaches;
- create culturally relevant solutions;
- integrate the formal and informal helping systems;
- promote planning and creation of a shared vision;
- aid in problem solving and conflict resolution among members and between members and the community;
- increase accessibility to resources;
- increase opportunities for citizen leadership development;
- support existing citizen organizations and help create new ones;
- increase opportunities for citizens and others to work together; and

- create initiatives based on citizen defined needs, which in turn are implemented and evaluated by citizens.

Coalition: Burnsville, MN

Creating a coalition may also sharpen the focus of initiatives held in common by numerous community-based organizations or neighborhood groups. A by-product of this is also increasing the resources (human and otherwise) dedicated to a cause by working together. Burnsville, Minnesota's **PARTNERSHIPS FOR TOMORROW** members had an eye-opening experience at its first meeting: "Each partner stated their name, the company they represented, and the resources their organization provided to the community in terms of environmental education. As they worked their way around the table, they found that many of them were doing similar things and could or should team up on their efforts. Many 'Ah-has' and "I had no ideas" blurted out. Never before had all of these people been in the same room together talking about what they do. Four of the organizations had developed youth environmental-education curriculums. They now will be able **to work together and possibly eliminate duplication** of work. Every partner walked away from that meeting having learned a great deal about their community,"

CASESTUDY



What is a coalition?

There are many definitions of coalitions. Let's look at a few:

CHERI BROWN defines a coalition as "an organization of diverse interest groups that combine their human and material resources to effect a specific change the members are unable to bring about independently."

RON LABONTE suggests that coalitions are "**groups of groups with shared goals and some awareness that 'united we stand, and divided we fall.'**"

FEIGHERTY AND ROGERS differentiate three types of coalitions based on their membership — grassroots, professional, and **community-based**.

THE CONTRA COSTA COUNTY, CALIFORNIA, HEALTH SERVICES DEPARTMENT'S PREVENTION PROGRAM defines a coalition as "a union of people and organizations working to influence outcomes on a specific problem. Coalitions are useful for accomplishing a broad range of goals that

Coalitions work
best as catalysts
 to action.

reach beyond the capacity of any individual member organization. These goals range from information sharing to coordination of services, from community education to advocacy for major environmental or policy (regulatory) changes.”

DAIL NEUGARTEN, executive director of the National Leadership Institute on Aging suggests that coalitions are “like orchestras composed of autonomous and talented people linked together by a conductor and by a score.”

THE MACARTHUR FOUNDATION’S COLLABORATION PROJECT recognizes collaboration as central to coalition building. The terms coalition and collaboration are often used interchangeably. It is important to remember that all coalitions are, by nature, collaborative efforts. All collaborative efforts, however, are not coalitions.

What a Coalition is Not

Coalitions are not externally run or externally driven organizations; they must have a strong base in the community. That base should have a strong citizen component. Even a coalition of agencies must have deep community roots.

Coalitions are not human service organizations; this is another common misconception. Numerous coalitions hire staff and run programs only to become the next **mega-agency** on the block. There certainly is a legitimate place for human service agencies, but they should not be confused with coalitions. Coalitions work best as catalysts to action. The more they become service delivery centers, the harder it is for them to focus on their role of catalyst for community change,

Coalitions are also not an automatic link to “real people” at the grassroots level. Too often people think that creating a coalition will naturally make links to those at this level. This is unlikely, however, if coalitions are composed of institutional representatives rather than individual citizens. Coalitions must make special efforts (such as outreach) if they are serious about reaching the grassroots level. Chapter 4 explores this topic in detail.

Finally, coalition building is not necessarily a cure-all. Even the most successful coalitions are often limited by trying to solve the local

community's problems. Often this does not lend itself to dealing with the numerous issues affecting that community from the outside.

What is Empowerment?

There are numerous definitions of empowerment as well. Some follow:

In its simplest form, empowerment is defined by **MEREDITH MINKLER** as “the process by which individuals and communities gain mastery over their lives.”

THE CORNELL EMPOWERMENT GROUP states that “empowerment is an intentional, ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation through which people lacking an equal share of valued resources gain greater access to and control those resources,”

NINA WALLERSTEIN says that “empowerment is a social action process that promotes participation of people, organizations and communities toward the goals of increased individual and community life, and social justice.” She points out that most commonly the **term** is used in relation to individuals, but her work expands the definition to include organizational and community empowerment,

We need to truly understand the consequences of talking about empowerment. Empowerment calls for a fundamental power shift. **RON LABONTE** says, “Empowerment is a noble word, but the reality of political and economic distribution of power does not yield win-win scenarios. Socially disadvantaged communities empower themselves, in part by reducing the constraints imposed upon them by wealthier and more powerful interests.” This is a key aspect of real empowerment. **LaBonte** raises concerns that given the prominence of “empowerment” in discussing health promotion, it is surprising how little power itself has been addressed.

Community Based vs. Community Development

Given the range of definitions of the terms “coalition building” and “empowerment,” how do we differentiate and understand the relationship of these two terms to our coalitions? David Chavis and Paul Florin, authors of an excellent pamphlet on community development in substance-abuse prevention in San Jose, California, differentiate between community based and community development approaches. These terms allow us to assess our coalitions to determine if they are promoting empowerment or not. Chavis and Florin point out that these approaches represent opposite ends of a continuum, and that elements of each can be present in any given program. Both approaches certainly have value; however, the community development approach is based more clearly on empowering the community.

The community based approach focuses on solving problems by addressing deficits, and as such tends to be oriented toward fixing existing weaknesses. The community development approach, by contrast, goes beyond this to build on strengths and competes.

In a community based approach problems are defined by agencies, government, and outside institutions; in the community development approach, the community defines the problem.

The community based approach creates change by building community control and increasing community capacity. In such an approach, professionals are the key decision makers. In a community development approach, however, professionals are one of many resources contributing to the community’s problem solving.

The primary decision makers in community based models are agency and government representatives as well as other appointed leaders. In the community development model, key decisions are made by leaders elected from the community.

Community Based and Community Development Approaches

ISSUE	COMMUNITY BASED	COMMUNITY DEVELOPMENT
Approach/orientation	Weakness/deficit, solve problems	Strength/competence, capacity
Definition of problem	By agencies, government or outside organizations	By target community
Primary vehicles for health promotion and change	Education, improved services, life-style change, food availability, media	Building community control, increasing community resources and capacity, economic and community development
Role of professionals	Key, central to decision making	Resource
Role of participation by target community members and institutions	Providing better services , ..*.....*.....a increasing consumption and support	To increase target community control and ownership, improved social structure
Role of human service agencies and formal helpers	Central mechanism for service delivery	One of many systems activated to respond to the needs of a target community's members
Primary decision-makers	Agency representatives, business -leaders, government representatives, “appointed” community leaders	Indigenous elected leaders
View of community	Broad, site of the problem, technically and externally defined, consumers	Specific, targeted, source of solution internally defined, subjective, a place to live
Target community control of resources	LOW	High
Potential for ownership by target community members	Low	High

The core **Where to Start?**

*planning
group should
represent the
community
on a micro
level.*

It is challenging to put together a coalition. Following are several **aspects** of this process to consider:

Membership and recruitment

Coalitions are made up of “stakeholders” from throughout your community who come together to address a particular issue or begin a collaborative effort to improve the quality of life. Who are stakeholders? Quite simply, anyone who has a stake in an effort, initiative, or program. Since everyone in your community has a stake in it and in its health, they are all potential stakeholders. However, it is unrealistic to include all members of your community in your coalition. Therefore, your task as a community leader is to identify and involve the best possible members.

Selecting the Core Planning Group

Your first step is to assemble a core planning group. In time, your coalition will evolve into an expanded form of this initial group, just as its members will join the ranks of the rest of the coalition.

The core planning group should represent the community on a micro level. Members of the core team can be fellow leaders with whom you have worked or representatives from the community that other leaders have recommended. Do your best to involve all sectors of the community. Above all, make sure that your core planners are “bridge builders,” that is, community leaders who understand and embrace the goals of your coalition and who can convince other community members to become partners as **well**. Although there are many different types of bridge builders, most share some key qualities:

- they are enthusiastic and knowledgeable about collaboration ;
- they have strong relationships with a number of other community members;
- they are able to constructively address resistance to their ideas; and
- they can commit a good portion of their time toward advancing the goals of the coalition.

While some members may lack information about the coalition's goals in particular, on the whole, they should have demonstrated interest in advancing a local effort to improve their community.

Selection of stakeholders

Selecting stakeholders is the most important task before you. The success of your coalition — and ultimately your collaborative effort — depends on engaging the right mix of people. It is not enough to include a handful of prominent, influential citizens who then make decisions for the entire community. Your coalition must be both broad and inclusive, bringing together and working in concert with leaders from all sectors of the community.

Selecting the right membership will involve some work. Ensure that your stakeholders represent all the major interests in your community. Membership in coalitions needs to be inclusive, allowing all members of a community who endorse the coalition's mission to join in the effort. Inclusive membership will occur only through active recruitment. Ensure that the participants represent a demographic cross-section of the community by age, gender, **race/ethnicity**, income, education, places of residence, **marital** status, sexual orientation, language, and employment. Don't overlook young people or the elderly, two groups that are often left out of the community-change process. They have a great deal to contribute to your effort. Remember, diversity is essential to coalition building (please see Chapter 2 for additional information on diversity in coalitions). **The strength of a coalition is really the sum of the capacities of its members.** Seeking a broad representation of active members and maintaining an open door are critical to coalition success.

Are there other demographic trends unique to your community that should be reflected in your selection of stakeholders? Consider the following case study.

Selection of stakeholders: Chicago, IL

BETHEL NEW LIFE, INC., is an excellent example of a true community-wide effort whose selection of stakeholders was both broad and inclusive, spanning many sectors.

Bethel New Life began 15 years ago when members of Bethel Lutheran Church determined to do something about their West Side Chicago community's desperate need for affordable housing. With \$9,600 collected

Membership in coalitions needs to be inclusive, allowing all members of a community who endorse the coalition's mission to join in the effort.

CASE STUDY



from unemployment checks and credit card advances, they set out to rehabilitate an abandoned neighborhood three-flat apartment building. In a very short time, however, members realized that without livable wage jobs, residents couldn't afford decent housing. And without decent health care, child care, and adult day care, residents couldn't stay on the job. Today Bethel New Life, having grown into a comprehensive community development corporation with a national reputation for innovative approaches to urban community revitalization, is helping the community define an even broader vision of a healthy, sustainable community through key leadership on the West Garfield Park Empowerment Zone Collaborative.

What started out of a single community church's efforts, has rapidly expanded to a separate corporation that involves 20 churches in housing efforts and more than 30 other groups and coalitions in its other community-development efforts.

All of the major groups and institutions in the West Garfield Park area, including the schools, churches, and business community were involved in the process of creating the strategic plan and vision for West Garfield; that process focused on community assets and building on existing strengths. It culminated in the West Garfield Park Empowerment Zone Collaboration's submission of 10 components for empowerment-zone activities.

The core committed partners and their roles included:

- **West Side Business Development Corp.:** Planning meetings and providing small-business services
- **Garfield Park Advisory Council:** Developing the conservatory and planning meetings
- **Westside Isaiah Plan (churches):** Facilitating housing-planning meetings and developing new homes
- **Argonne National Laboratory:** Providing industrial and/or education planning and spurring new environmental businesses
- **Greater Garfield Chamber of Commerce:** Planning meetings and commercial development
- **Urban Land Institute:** Planning and real-estate development
- **Fifth City Industrial Development:** Planning meetings and industrial development

- **Neighborhood Capital Budget Group:** Technical assistance and Lake Street El planning
- **Cities in Schools Youth Enterprise Network:** Running the Family Wellness Center
- **11th Police District Community;** Planning community safety
- **Neighborhood Partnership:** Planning meetings regarding crime, drugs, and violence
- **Flower High School (principal):** Youth Enterprise Network, Garfield Park Conservatory
- **Director Youth & Education:** Youth Enterprise Network, Bethel New Life Partnership





Exercise 1

Coalition Membership

Coalition membership will vary depending on how seriously you take your commitment to empowerment. Consider the following questions:

1. In what way is membership inclusive or exclusive? Who can or cannot join?
2. What, if any, are the financial barriers to membership? For example, does someone have to pay or appeal for scholarships to join?
3. How are new members welcomed and oriented to the coalition?
4. How diverse is the coalition's membership (considering, say, geographic, racial, ethnic, and economic factors)?
5. What sectors of the community are represented in the coalition (educational, religious, business, law enforcement, media, health and human services, neighborhood/citizen groups)?
6. In what ways do you make explicit attempts to engage citizens in the coalition? What roles do they have? How is this stated in the coalition's goals and objectives?
7. At what level(s) and in which ways do citizens and citizen groups actually participate?

Coalitions that wish to be successful at accomplishing empowerment goals need to have open and inclusive membership; limit barriers to coalition membership for all citizens; be diverse and multisectoral; and, most important, have citizen and citizen-group membership.

Inviting stakeholders

Now that you've identified all of your potential stakeholders and reached out to those who may need a bit more encouragement to join your effort, you're ready to start inviting your membership. Keep in mind that some potential stakeholders may decline, so be sure to invite plenty of people. The invitation should be sent by the core planning group and list its members' names on the letterhead. You should also provide a clear description of the coalition's goals and the impetus for its formation.

Follow up

Allow two weeks for potential stakeholders to respond to your invitation. Then follow up personally with those who have not returned the RSVP form or contacted you otherwise.

Stakeholder welcome letter

Once you have received your **RSVPs**, send letters welcoming responders to the coalition. Include the following information:

1. Location, date, and time of the first coalition meeting
2. Current list of stakeholders
3. Draft agenda
4. Reading materials determined by the planning group
5. Parking information and maps to the event

Be sure to add any other information relevant to your particular coalition.

You should now have a better idea of how to contact and select a core planning group and stakeholders, and how to follow up. It's time to start making arrangements for your first meeting.

Your coalition will need to create an encouraging and welcoming environment if you want your members to stick around.

Your Coalition Convenes — Now what?

You'll need to know a few things about how to run your coalition's meetings. The next section will brief you in how to start.

Meeting basics: How to run your coalition

Once you get your members under one roof, make sure the first meeting sets the proper tone. Your coalition will need to create an encouraging and welcoming environment if you want your members to stick around. Provide all stakeholders with some written information:

Stakeholder packet suggestions:

- Proposed agenda
- Roster of participants
- List of collaborative efforts currently underway in the community
- Vision statements from other efforts
- Meeting evaluation form

You may wish to develop additional materials. These might include descriptions of local initiatives to improve the community's quality of life, demographic information, or other materials that would give the packets a community flavor.

Organizational competence

The group's organizational structure and modes of operation must be clear and competent enough so that the coalition can perform basic tasks effectively. Five key elements include:

- leadership;
- decision making;
- communication;
- resources; and
- staffing.

Clarifying Your Coalition's Agenda

INSTRUCTIONS: Check off which of the following are part of your coalition's agenda. Discuss with the whole group.

- Information sharing/networking
- Lend support to projects of individual members
- Problem solving/conflict resolution
- Coordinate existing services
- Develop new resources for new services
- Service planning
- Advocacy
- Outreach
- Provider/community education
- System/community change
- Build new leaders

Leadership

Coalitions need to have a clearly identified leadership structure, but also need to disperse leadership as broadly as possible. Within coalitions, the most effective leadership is the collaborative leadership model described in Chapter 1. The advantages of a shared leadership model that calls upon many individuals' skills becomes obvious when you consider how many traits a "successful leader" should possess,

When those who are used to being in charge of a traditional organization assume leadership of a coalition, it is useful to adopt a different style to invite broad participation and greater engagement. Leadership is also a key aspect of creating a multicultural coalition,

Building "new" leadership is crucial for coalitions. Often those who lead the coalition feel overloaded with committees and projects on top of the work they are paid to do. It usually takes a formal plan endorsed by these multi-role leaders to identify and nurture others in the coalition with the ability to assume increasing responsibilities. This need is especially great among community groups that have been disenfranchised, where leadership potential has been largely discounted and discouraged — communities of color, women, and young people.

Decision Making

You'll need a clear, democratic decision making process that allows for broad participation in determining your coalition's course. You should also establish ground rules to be followed by all members. Where there are leaders willing to control decision making, you need structures that assure a democratic process. Coalitions should be thoughtful about how, and what, authority is delegated to executive committees or officers, and how they are accountable to the organization as a whole. This is true even when current leaders are seen as "trustworthy" — both because the way decision making power is shared sends messages about the coalition's values, and because who is leading is more likely to change than the process.

In addition to structures for basic decision making, your coalition should see that normal conflicts and disagreements can be resolved within a clearly described process. Many coalition leaders, particularly among professionals, experience conflict as negative and detrimental to the group. Their first instinct, therefore, is to make decisions in a way that glosses over areas of disagreement rather than recognizing and learning from them.

Communication

Active and effective communication among members of the coalition, and between the coalition and both the community and outside system (e.g., the state), is critical. All of these are a challenge for most coalitions. They take time and require a clear sense of what message the coalition wishes to send to its members, to the community, and to others. Some coalitions have developed effective monthly newsletters — from four to a dozen **pages** — to disseminate the news, ideas, requests, and so forth, that they want to share with an array of audiences. Minutes of coalition meetings and short committee reports included in the newsletter are more likely to be read and more economical to distribute. The newsletter may help people feel like members of the group even though they may be able to attend only occasional meetings. It also keeps the coalition in the eyes of elected officials and other leaders who may not be directly a part of the **group**.

Resources

The mobilization and effective use of resources both from within and outside the coalition is essential. Research suggests, however, that although such resources can be a boon to the coalition, they can also create serious difficulties. In several cases decision making about, and **man-**

agement of, financial resources have severely weakened coalitions. This was generally because these issues distracted the group, or at least the leaders, from building a strong organization and being clear about its purpose and plans.

Consider delaying your pursuit of resources until you have had time to: (1) build relationships, (2) define initial agreements about mission and goals, and (3) establish a track record of small successes for the group as a whole. From this base, your coalition can seek funding more safely and successfully.

Staffing

Many broad-based coalition efforts benefit from having experienced staff and consultants. The staff must have good group and **organizational**-process skills and a community-development philosophy. The appropriate type and best use of staff resources is critical. Some coalitions see a **staff** person as a guide, facilitator, problem solver, and communications link. Other see having staff as a way for coalition members to avoid having to do essential volunteer work. As in the nonprofit model, the members become a “board” that sets the agenda for the **staff** to carry out. This approach undermines the essential collaborative, community-building functions of the coalition as we have defined them.

In addition to these professional functions of staff, many coalitions benefit from the work of clerical staff, either hired or volunteer. Such staffers can be responsible for compiling and sending out mailings, setting up meetings, and making follow-up calls in support of the coalition leaders. This will increase volunteers’ willingness to serve in leadership roles and enable them to focus more on the process and productivity of the **group**.

Services from an experienced consultant or resource person from outside the group can also bring benefits. First are the lessons learned from other coalitions in the practical matters of coalition building. Second is a neutral, facilitative role to help the group with problem solving and planning. In both processes, it is sometimes helpful to have facilitation from someone who is not part of the group’s ongoing issues and allow the coalition’s leaders to step back and participate as members of the group.





Exercise 2

TESTYOURSELF:
How effective is your coalition leadership?

1. Is coalition leadership confined to an individual or a small handful of individuals?
2. How do new members of the coalition take leadership roles?
3. Are there more professionals or citizens in leadership roles?
4. On what criteria is leadership based? Is it financial?
5. Is leadership limited to individuals because of age, gender, race, religion, ethnicity, or class? (Do women, people of color, and low-income people hold leadership positions?)
6. How is the leadership sensitive to diversity in the coalition?
7. In what ways has the coalition made an explicit commitment to leadership development of citizens and residents?
8. Is there a plan and are there resources to implement such leadership development? Describe them.

How to Proceed: Coalition Planning

With coalitions, as with any complex organization, good planning increases the chances for success. While this may seem obvious, many coalitions do not do systematic planning. When encouraged to, however, most coalitions do so with very positive results.

An annual, half-day, all-coalition planning meeting is a useful catalyst for successful planning. The meeting format we have developed has four components:

1. Review

The first is a review of the coalition's work since the previous planning meeting (or for new coalitions, a reflection on their process of coming together). This includes naming accomplishments, identifying the benefits of participating in the coalition, and articulating the frustrations or disappointments members have felt.

2. Reassessment

The second is reassessment of the coalition's organizational development. The group reviews issues of leadership, committee structure and effectiveness, assesses the flow of communication, and considers issues related to membership — diversity, outreach, participation, and support. This is a chance to consider if the people who should be around the table are there — and if not, why not. This is also an opportunity to assess

whether members are contributing their time, skills, and organizational resources to support the work of the coalition, and if not, why not.

3. Plans

Third, the group focuses on how these reflections and other available information can guide the coalition's plans in the coming year, and how it should organize that work. This part of the meeting identifies the community and coalition issues that might be addressed during the year, establishes the coalition's priorities, and determines how to organize the working groups needed to effectively address these issues. It is important in defining these issues to consider several things: Is the issue focused and specific enough to allow the group to have a direct impact? Are

there real chances for some success in the near future? Is there an adequate group of coalition members committed to working on the issue?

4. Next Steps

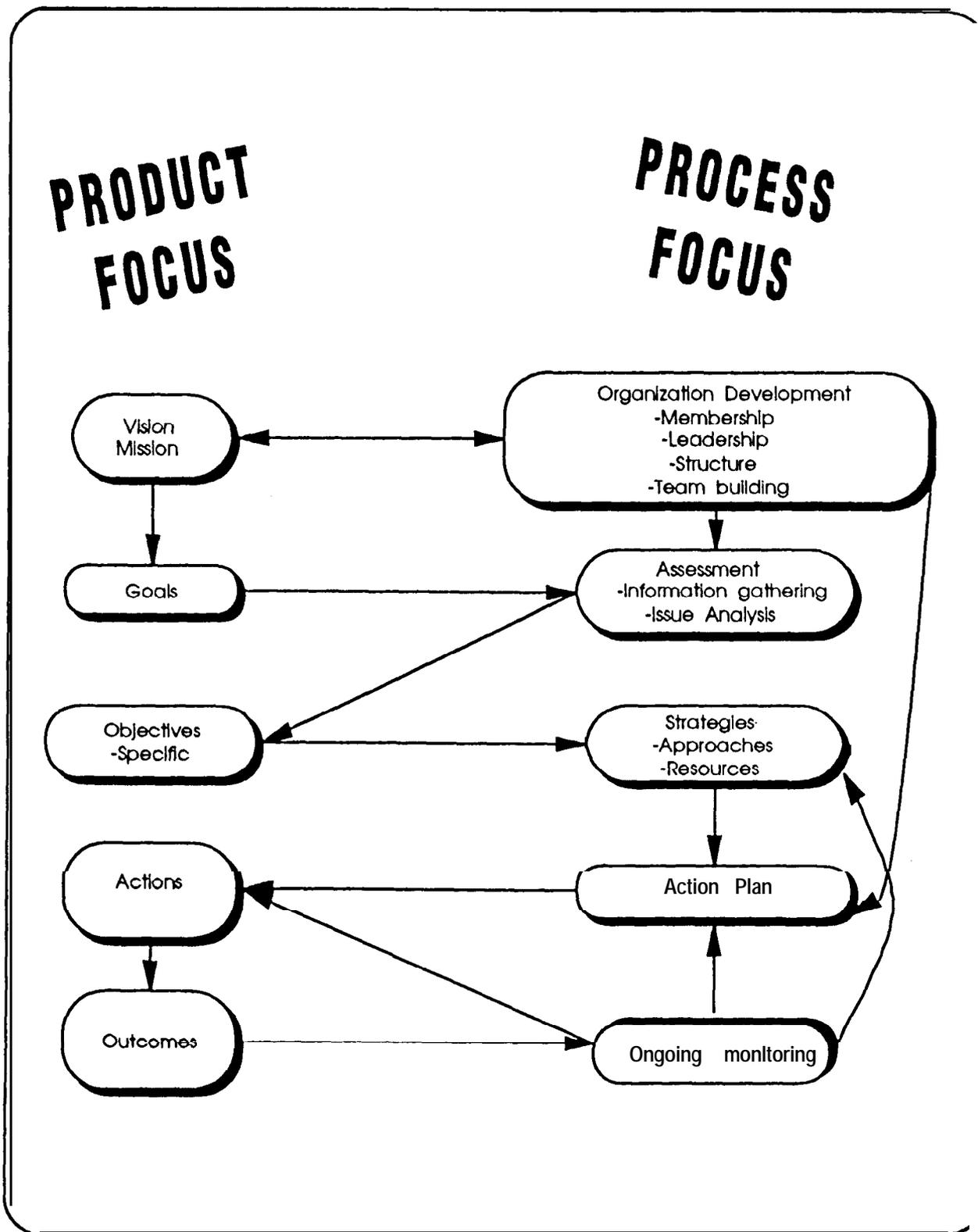
The final component is to develop specific work plans that identify the next steps: What needs to be done? By whom? When? There is real benefit in having those attending the planning meeting get to this level of development, usually by breaking up into working groups, but there is often insufficient time. When that is the case, we recommend that work groups use the end of the meeting to schedule their next group session and commit to bringing their work plan to share at the next coalition meeting. This helps assure that the momentum of the planning meeting will be maintained and that there will be accountability for each group to define a specific plan for action,

Process and product

“If you’re not sure where you’re going, any road will get you there,” said a wise person; however, the journey may be a meandering and unsatisfying one. Coalitions, particularly new ones, often struggle with the consequences of this. Unless they are required by some external force (e.g., a funder) to have a clearly articulated plan, there is often little inclination to do real planning. This may be due in part to the absence of structure, particularly hierarchy, at the outset. If it’s no one’s job to instigate the planning, it often doesn’t happen. Activity often results from reacting to a crisis or taking on some member’s special concern, but there is no mechanism for taking a long view, setting priorities, or being proactive.

Planning by coalitions is designed to systematically define the desired products (destination) and develop a workable process (route) that results in the actions needed to create those products. As shown in the diagram below, there are several stages in defining the desired products, each becoming more specific, and several aspects of process that, when woven together, lead to concrete action and the desired outcomes if all goes well.

The planning scheme described here represents a comprehensive approach that will be useful for most coalitions. It demonstrates how product and process go hand in hand. In reality it is rarely followed in its entirety, often due to a feeling that it takes too much time or that the



Developed by David Foster, Ph.D.

group already knows what needs to be done. While a variety of shortcuts may be taken without serious ill effects, in the long run coalitions are most productive when they adhere to good planning.

Vision and mission

Early in a coalition's development it is important to establish a vision that articulates a broad sense of its common purpose. This establishes the overall arena in which the coalition wants to work and how members hope things will be different in the future. For some coalitions this is a straightforward task; for others it is the product of considerable labor and negotiation.

One of the key lessons that has emerged from the Institute for Alternative Futures in Alexandria, Virginia, is the difference between strategic plans and visions. According to Peter Senge, "A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people's hearts, a force of impressive power. It may be inspired by an idea, but once it goes further — if it is compelling enough to acquire the support of more than one person — then it is no longer an abstraction, but palpable; people begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as the shared **vision**." Strategic plans embody the overarching logic for realizing the vision. They address the identification and deployment of resources. Both vision and strategic plans are important for moving forward, but they are not the same,

A vision is a compelling statement of what you want to create. It is the engine that drives strategies and gives them their force. Once you have a vision, you need strategies to focus your efforts on achieving it. Strategies are high-level, integrated actions to achieve your vision. From strategies, you develop tactical or operational plans that explicitly identify the scheme of action that people will take to realize the vision.

Coalition members must clearly define their shared vision and assure that the identified goals incorporate the self-interests of various constituencies, plus something larger than those self-interests. Coalition building requires both a realistic understanding that addressing the **self-interests** of participants is crucial, and a willingness to set aside **personal** agendas for a common good. Walking the tightrope between these agendas is critical to coalition success.



Questions to help you create and implement a viable vision:

Creating the vision

- What kind of community are we? What kind of community do we want to be?
- What are the needs of the community?
- What are the community's problems?
- As a community coalition, what do we really want to do?
- What would be worth doing/committing to over the next 10 years?
- How do we differentiate ourselves from other communities?

Implementing the vision

- What is the role of our coalition in bringing about change and renewing our community?
- Where are the high-leverage change points?
- How do we manage the short term while we create the long term?
- How and when do we implement the necessary changes?

A vision can be equated with the picture coalition members conjure up in their minds when they think about what they imagine their community transforming into. The mission statement, on the other hand, is a written document that puts the vision into words.

These are examples from a variety of community initiatives:

Vision: Burnsville, MN

The vision from **PARTNERSHIPS FOR TOMORROW** of Burnsville, Minnesota “was crafted by a collaboration of Burnsville community members and stakeholders (city and county government, businesses, schools, healthcare organizations, social-service agencies, and faith communities:

“We believe in the community of Burnsville. It is a place with a very special quality of life that we must take care to nurture and improve. We believe partnerships between and among the people, schools, governments, churches, and community organizations are the best way to ensure that our children’s quality of life will exceed our own. We accept a responsibility to plan and implement our vision of the future for that purpose.”

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Vision: Rem, NV

The spirit of the quality of life process found its roots in the vision statement of the **TRUCKEE MEADOW REGIONAL PLAN** from **Reno, Nevada**:

“Our vision of the **Truckee Meadows Region** in 2007 is a community where clear views of the mountains from the two cities’ downtowns symbolize the economic growth of unique urban centers, surrounded by accessible natural areas and open spaces which support our active outdoor style of life. The Regional Planning Governing Board intends to use planning to achieve this vision, ensuring that regional economic growth continues, based on a mix of traditional and new industries: air quality and other environmental assets are protected; urban sprawl and traffic congestion are reduced; residents are provided choice in housing and employment, in urban and rural settings; and public facilities and services support a high quality of life for all citizens.”

Vision: Philadelphia, PA

The vision of the **CITY WIDE PLANNING AND IMPROVEMENT AGENCY** of North Philadelphia, Pennsylvania, is very specific:

“Working together, in collaboration, to create a healthy, supportive environment for the youth of North Philadelphia.”

Vision: Derby, CT

The **WEALTHY VALLEY 2000**” of Derby, Connecticut has identified many aspects of community life in their vision:

“We, the citizens of the Valley are committed to a vision in which our community is a better place to live, work, raise a family, and enjoy life. This is what we are doing to make that vision a reality:

- “We are taking responsibility for creating and developing a community that celebrates our rich cultural and spiritual diversity.
- “We are working together to increase Valley pride.
- “We are working together to identify and develop more effectively those things that make the Valley unique — our natural resources, our rivers, our historic buildings, and our people.

- “We are working to develop a natural environment that is clean, aesthetically pleasing, makes full use of our green spaces and water ways, and is enjoyed by young and old alike.
 - “**We** are working together to build a vibrant, long-term Valley economy with decent jobs for all and a regional business outlook.
 - “We are working to bring top-notch health and wellness programs that nurture mind, body, and spirit to all Valley citizens.
 - “**We** are working to **develop Valley** schools, and continuing education and training efforts that are second to none. We are working to integrate local schools so that we draw on the unique and complementary strengths of each.
 - “We are working together to ensure that our political system truly is by Valley people and for Valley people.
 - “We are listening to our youth, actively engaging them in all aspects of community life, and creating an environment that encourages them to reach their full potential.
 - “In our work, we, citizens, government officials, business, non-profit, and faith leaders are working to increase cooperation and pride — realistically, consistently, and persistently.
- “**We** citizens of **the Valley** want our actions to match our words, hopes, and dreams. That is why we are working together to make our vision a reality using our strengths and our abilities. This vision will constantly be revisited and revised to incorporate input and ensure that it represents the collective vision of the community.”

These examples show the broad range that exists in communities’ vision statements. Your group needs to tailor your vision specifically to meet the unique needs of your community.



‘Coalitions are not just for fun, but when members enjoy working together, the coalition can achieve more of its objectives.’

Organizational development

Building the coalition into a viable organization parallels product **focused** work. It also interacts with vision development, because those at the table develop the vision according to their concerns, which in turn **define** who else needs to be at the table and how they should be **organized** (e.g., formally or informally). To develop, your organization requires a sound structure with task forces or committees that will do the work and bring their findings and recommendations back to the whole group for review. You should try to assemble task forces to deal with specific issues on a short-term basis and be sure that they are collaborative.

One approach is to encourage the most active participants in your coalition to form a steering committee. These individuals can concentrate on long-range goals while recruiting leadership for the various other committees from the remaining coalition stakeholders.

Task force or committee heads may also be elected by the membership at large. Remember that although your organizational development deserves much consideration, excluding interested members from participation in a leadership capacity, for whatever reason, may not be wise. As The Contra Costa County Health Services Department’s Prevention Program found in its coalition efforts: “Coalitions are not just for fun, but when members enjoy working together, the coalition can achieve more of its objectives.”

Ongoing attention to team building is essential and needs to be part of the collaborative process.

Goals

Defining goals helps focus your direction by establishing the basic issues that you need to act on and the results you desire. For example, you may want to educate community residents about prenatal and baby care in an effort to reduce infant mortality,

Assessment

Once you have established your broad goals you’ll need information before you can act on them. Assessment involves gathering information and analyzing it. It addresses questions such as: What are the real issues involved in achieving these goals? What needs to be done to achieve them? What forces are already at work? Who is affected, interested, or already involved? What are realistic outcomes and time frames? Chapter 5 explores how to conduct a community assessment in detail.

Objectives

With the information from the assessment process the group can develop specific objectives'. It is best to have solid quantitative information so that your objectives are as specific as possible in terms of how you plan to accomplish your goals and realize your vision, Objectives define the desired outcomes in more precise terms, with quantified targets and time frames whenever possible. For example, say you want **to** train two teams (10-12 people each) of community-health outreach workers in the next 18 months.

Action plan and actions

With these strategy questions answered it is easier to devise a written plan for action. This lays out specific steps, in sequence and/or in parallel, to implement your strategy. The plan should identify a specific individual or work group responsible for each action and set time frames for its completion. For example, you may decide that within two weeks, X will recruit Y and Z from the coalition to teach two sessions of the training.

Action Plans: Chicago, IL

A long-range strategy and action plan for improving the health status and quality of life in West Garfield Park emerged out of the work of the **WEST GARFIELD PARK EMPOWERMENT ZONE COLLABORATIVE** (which included Bethel New Life in leadership) in conjunction with Chicago's bid to be an empowerment zone. This strategy/action plan has initiatives that address community needs specifically, build on existing opportunities and assets, and have a multiplying impact. (These assets include physical assets, housing, industrial development, commercial development, schools, services, capital development, transportation, employment, and institutions.)

The plan includes partnerships with financial institutions, a national laboratory, schools, churches, corporations, and local businesses, and depends on an active constituency and community leadership. The coalition recognizes that only the combination of all these efforts and initiatives can create a healthier community,

As outlined below, the initiatives address broad societal issues: industrial and commercial development; housing redevelopment; safety and cleanliness; urban green space; employment and training; family **wellness** and accessible, quality health care; and youth opportunities. Each of these initiatives has a 10-year strategic plan with specific goals and outcomes as well as an initial set of identified partners,

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Briefly, these initiatives include:

- Expansion and enhancement of the Northwest Industrial Corridor to being in new industry and livable-wage jobs, with a synergy between the companies, the material-recovery facility located in the corridor, and the city's waste-to-energy plant.
- Multiplying impact: community equity ownership, an environmental career ladder in cooperation with city colleges, and an abandoned industrial building cleaned up.
- Commercial development around an existing elevated train stop, including a major shopping center as well as a branch bank, day-care center, parking, and police substation.
- Multiplying impact: new jobs, upgraded security, enhanced residential viability with improved transportation access, and access to a financial institution.
- Construction of a Family Wellness Center that brings existing community-based family services and state programs together in a coordinated, integrated delivery system.
- Multiplying impact: healthier people, more efficient services, and a model for community-based service delivery supported by the state.
- Housing redevelopment in four focused areas, creating security and a renewed sense of neighborhood.
- Multiplying impact: active homeowners' associations, reduction in criminal activity, new housing, and increased investment.
- A campaign to create neighborhood safety and cleanliness through police substations, youth employment, block clubs, "cleanup-green up" days, and reduction of the number of liquor stores.
- Multiplying impact: reduction of crime, activation of block clubs and tenants/owners groups, and a cleaner community.
- Enhancement of the Garfield Park Conservatory, an important community institution, creating a tourist attraction, training ground, and opportunity for related commercial development.

- **Multiplying impact:** economic benefits of tourism and enhanced learning opportunities through classes, workshops, and student operated concessions.

Ongoing monitoring and evaluation

Ongoing monitoring is critical to your determination of whether the people you've assigned tasks in the action plan are getting them done. You should also monitor the results of these and all efforts to compare them to what the coalition intended. Good monitoring will give you a basis for **deciding** what adjustments to make to improve results, as well. At each meeting, review the prior month's minutes to assure follow-through on assigned tasks.

An evaluation steps back further to see if the vision is still valid, if the goals need to be updated, if the structure is working effectively, if the group's work is valued by those within and/or outside the coalition, if member morale and commitment are high, and so forth. Distribute an annual member satisfaction survey to determine how your coalition is — and is not — meeting members' expectations,

This process requires a collective discipline within the coalition, along with a willingness to take the time needed to assure better results and thus a more sustainable coalition.

Another point that deserves ongoing attention is coalition membership. Although membership can be claimed by those who sign up as members or those who send financial support, the key component of coalition membership is activity. Without members providing their time and their efforts, there is no coalition. No matter how many people may be on the initial roster, if you cannot get members to sign up for activities and task forces, the projects you take on will fail. In talking about developing teen-pregnancy prevention coalitions, **Marian Wright Edelman** of the Children's Defense Fund says that we need to distinguish between the talkers and the actors. Often at the beginning of the coalition, we see more of the talkers and only later do we see the actors. For more information on formally evaluating your coalition's efforts, see the section titled "Evaluating Your Coalition's Efforts" later in this chapter.

Without members providing their time and their efforts, there is no coalition.

Advocacy, defined as actions targeted to produce specific organizational or community changes, is an essential part of any effective action plan.

A Few Keys to Success

These are a few things that will help you realize your goals.

Action and advocacy

Successful coalitions take actions that prove their effectiveness through concrete results. This often means choosing promising projects to guarantee early victories that will illustrate to members and communities that change can occur. Such actions should come out of your overall planning process; a short agenda of achievable tasks also keeps your coalition from spreading itself too thin,

Nevertheless, in its early development, your coalition should not expect to, or be expected to, produce significant changes (outcomes, impacts) in a short time. Pressure for immediate results may short-change planning, and the resulting actions will **suffer**. Short-term visible results available to coalitions include the creation of a newsletter and/or service guide, scheduling a meeting with the mayor, or arranging a legislative breakfast.

Advocacy, defined as actions targeted to produce specific organizational or community changes, is an essential part of any effective action plan. Such advocacy may take many forms — public or private; in-person or written; individual, small-group or large-group; and so forth. Forms may vary based on the style of the group, the particular target, or the nature of the issue. Coalitions committed to success and change must expect to engage in advocacy. To avoid advocacy, as some coalitions do, is to severely limit your potential impact.

Coalition Activities

Fawcett points out that a coalition's commitment to empowerment is evident in its coalition activities. Only some coalitions attempt to change community policies, practices, or programs related to the coalition's goals.



Exercise 3

Empowerment

1. Does your coalition take actions outside of itself in order to create community changes? What are these actions?

2. How does your coalition provide community organizing and education activities?

3. How does your coalition engage in advocacy?

4. Are the advocacy efforts for empowerment purposes, such as citizen and neighborhood groups?

5. Does your coalition have a relationship with local government officials — city, town, state, and federal? How do coalition members advocate for the needs of citizens or agencies in these relationships?

The extent to which the activities of your coalition reflect empowerment outcomes is a critical differentiating point. Coalitions that claim to focus on empowerment, but essentially provide services that support the status quo service-delivery model, are not necessarily empowering coalitions.

Hope and celebration

Coalition activities need to include fun and must affirm the strengths and joys of the community. Indeed, one of the great gifts of effective coalitions to their members and communities is the gift of hope that emerges from an optimistic approach that **affirms** that many community problems can be effectively addressed. Leaders will promote the hope and accomplishments of the coalition, helping the group celebrate this process.

The vitality and morale of a coalition is noticeably enhanced when it remembers to celebrate its successes. With the many challenges that confront most coalitions, it is easy to get mired in the work of dealing with all that has yet to be done and the burden of more demands than can be met. In the face of this, many coalitions forget to step back and reflect publicly on the group's accomplishments.

Annual meetings are one vehicle that coalitions use to set time aside for this purpose. Awards to coalition members and community members are also key to celebration. Public recognition of these achievements can be **enhanced** by using coalition newsletters, public meetings, and the local media, a powerful tool when used effectively.

Patience and persistence

The agendas of broad-based coalitions that address the quality of life in communities can be overwhelming. The coalition needs to take a **long-range** view, understanding that successfully tackling its agenda will take time and persistence. Although some single-issue coalitions are short-term efforts, those described in this model will create the desired societal changes only within longer time frames. Taking on big issues in manageable pieces is a strategy for success in both long and short-term efforts.

Often coalitions are pushed, by both internal and external forces, to produce results quickly. As a society we are increasingly addicted to the quick **fix**, and our tolerance for long-term developmental or preventive approaches is low. Coalitions face the challenge of producing some short-term products without turning away from the long-term commitment and strategies that hold the greatest promise for building healthier communities.

Ask yourself these questions:

- What type of achievable actions has your coalition taken?
- How does your coalition sustain the interest and energy of its members?
- How do you acknowledge the successes of the coalition or its individual members?
- **What** kind of celebrations does your coalition have?

Each coalition will vary depending on community needs, members' commitment, and so forth. Within your own community you will need to determine what will allow your coalition to function optimally. Coalition building is a dynamic process, so your keys to success last year may differ drastically from those you currently hold.

Sustainability

There is very little literature — or even anecdotal information — on coalitions that have been sustained for many years. What happens to these coalitions over time? What leads to the continued viability and success (or failure) of sustaining efforts?

In general, coalitions are sustained as are other organizations. The organization must adapt flexibly to changing environments and times. Missions and goals should evolve over time and task forces should adapt to changing issues in the community. Membership should keep changing, so that each year new people join as others drop out. Leadership should also rotate. In a healthy, sustainable coalition, new leaders should constantly emerge and be given positions of responsibility — leading a task force, managing a special project, or chairing the coalition itself. The bottom line for sustaining a coalition, however, is the same as that for any successful community venture, that is, the capacity to act and have an impact on the community. Long-lasting coalitions keep acting — visibly, energetically, and effectively.

Guiding Principles for a New Social Contract

- Incorporate those directly affected by policies at the heart of the dialogue and community building.
- Value racial and cultural diversity as the foundation for wholeness.
- Promote active citizenship and political empowerment.
- Build on community strengths and assets.
- Ensure access to fundamental opportunities and remove obstacles to equal opportunity.
- Support and enhance the well-being of children and their families.
- Foster sustained commitment, coordination and collaboration based on a shared vision and mutual respect.

Developed by The Boston Foundation: Catalyst for Community

Sustaining your coalition during the “Post-Funding” stage

The sustainability of many coalitions has another key dimension: outside funding. One of the great dilemmas for both government and foundations dealing with human services has been how to seed a new idea with money, then sustain it over time as funding draws to an end. We have all seen projects live only as long as their funding.

Reliance upon external funding sources makes projects vulnerable. Toward the close of 1995 we all witnessed the furlough taken by many federal programs as the federal government shut down due to budget impasses and funding for federal programs dried up for several days. Most likely we have all experienced similar disappointments with funding sources, perhaps with even more dire consequences for our communities. These dry periods will probably always be with us, so our best option to confront such obstacles is self-reliance for long-term sustainability.

Our most reliable resource in tough times: the community

The most provocative sustainability strategy is to turn over to citizens what the coalition has begun, using an approach stressing empowerment and community development. The basic premise, in both sustainability and initial design, is keeping the coalition's initiatives alive by having citizens own and lead them. Projects that focus on the development of citizen leaders are used to build the skills and capacities of individuals and organizations. One such program is The Bight Question Project (based in Somerville, Massachusetts), which helps low-income parents become monitors and advocates for their children's education. Sustainability occurs because individuals and home-grown organizations are better able to help the community solve its own problems. Here, the coalition functions as capacity builder.

Other options

When push comes to shove we may be forced to consider other options. In Module 3: Community & Economic Development, of the Sustaining Community-Based Initiatives series the main focus is on operating your organization/coalition like a business rather than depending on outside sources for funding. Adaptation to changes through entrepreneurial activities is often your most viable alternative,

Below are listed three additional alternatives. Each approach may be appropriate to different degrees, depending upon the coalition and the community's needs. Each carries with it advantages and disadvantages. In general, an approach that employs a portion of all of the strategies is probably the soundest.

Institutionalizing efforts

In this strategy, the coalition supports efforts — or even better, **plans** efforts — so that each initiative developed can be incorporated into an existing community institution. For example, a coalition can begin an after-school program, and plan for the YMCA to pick up the program after a few years; or develop a school-based wellness program, with the goal of shifting its management to school health educators; or start a program to prevent homelessness and work with an interfaith council to adopt it. In this strategy, the coalition acts as a catalyst to create innovative change that can be institutionalized in other community organizations.

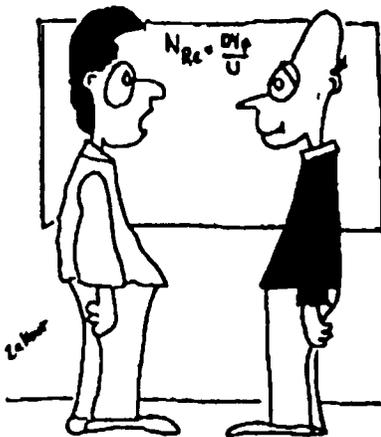
Policy change

Some coalitions have found effective ways to sustain their efforts through changes in rules, regulations, and laws. By employing advocacy and social change mechanisms that permanently alter policies, practices, and procedures within a community, these coalitions continue to fulfill their mission. Good examples of this can be found in antitobacco coalitions that have persuaded boards of health to change the laws and consequences of under-age purchase of cigarettes and tobacco products; or anti-drug and alcohol coalitions that work to change laws regarding licensing of kegs of beer to parties. Another example would be an AIDS coalition that successfully lobbied for condom distribution in schools. In such cases, sustainability occurs by incorporating change into the community's laws. Here the role of the coalition is as advocate for policy change.

Fundraising and incorporation

When funding begins to run out, the immediate reaction of almost any project or coalition is to replace it from another source. Mature coalitions often write grant applications, **throw** fund-raisers, and create membership schemes — all ways to generate new dollars. Incorporating the coalition as a **501(c)(3)** non-profit organization and applying for tax-exempt status frequently go along with this, so that the coalition is in proper legal form to receive state, federal, corporate, and foundation money.

The peril of this approach is that it is often seen as the only way to survive; it doesn't allow for other options that may involve greater community ownership and less professional management. Using this strategy the coalition risks becoming just another community agency. You should seriously consider other alternatives based more soundly in the community and its resources.



After years of extensive research, I have concluded beyond any doubt that I need more grants!

Possibly the most important sustaining force is the vital energy within your coalition — what we might call its spirit. Coalition members should see themselves as keepers of the flame. If the flame dies down it's much harder to keep going and to do good work. How to keep the flame alive and fan it is (sometimes literally) the million-dollar question. A track record of success helps. So does modeling by the leadership, over and above routine management of functions. The bonds among members, the willingness to celebrate even small successes, will help as well. A coalition that can find ways of nourishing its own inner spirit will have a much greater chance of continued success.

Evaluating Your Coalition's Efforts

Developing an effective coalition to address quality-of-life issues in a community is obviously complex. While the literature can provide us with some direction, each coalition's efforts must be guided by its own internal review and evaluation process. Whether this review is done at an annual meeting discussion of the coalition's process and outcomes or through a more rigorous evaluation, an effective coalition needs the capacity to learn from its successes and its disappointments, for it will have both,

In this section we explore some issues to consider before undertaking an evaluation; criteria for a successful evaluation; questions you may wish to answer through evaluation; and how you can answer them. While this won't replace the need for an evaluation specialist, it should help you if you do choose to hire an evaluator, and when using evaluation data. It will also help you understand evaluation language, which may be more than half the battle.

Why hire an evaluator?

There are several reasons to hire an evaluator. One of the most compelling is that if you have a funder, they may dictate that you do so. (Some funders even specify which one.) You may want an evaluator to improve the functioning of your coalition, or to acquire information for new or continued funding. All these reasons (and more) are certainly valid. It is important to be aware of your reasons, and of how much control you have over the final product. If an evaluator is specified by your funder you may have little control over the evaluation or the relationship (beyond refusing the money, that is). However, even in this situation, the evaluators should be responsive to your needs and the local culture. And in all cases, you should be clear on what you want the evaluation to do.

What are the criteria for a successful evaluation?

Several factors contribute to your achieving a productive, useful evaluative relationship. We list a few of them here,

Strategic planning

Strategic planning within the coalition is critically important, and should include development of a vision or mission statement as well as a list of objectives with a **timeline** for reaching them. It can also include the **strat-**

Strategic planning within the coalition is critically important, and should include development of a vision or mission statement as well as a list of objectives with a timeline for reaching them.

egies to be employed and detailed action plans, stating who will do what and when. Your strategic plan should flow from some type of needs assessment that identifies relevant issues, barriers, resources, and culturally appropriate ways of dealing with problems. Aside from encouraging clear thinking, a strategic plan helps you and the evaluator know what will be evaluated. When you know this, it's a big step forward.

Sensitivity to local culture

Make sure that the evaluators are sensitive to local culture (ethnic and political) and can speak your language (figuratively and literally, using translation when called for). The evaluators should also be presenting the information in clear, direct, user-friendly formats.

Contributions to coalition improvement

Your evaluation should improve your coalition. Make sure that the evaluation includes ongoing feedback in a style you can use to strengthen planning and activities. In every case, you and the evaluators should apply **utility criterion** to the evaluation methods. That is, will this evaluation give you information that can be used by your coalition and its members, the funder, the community, and so forth? The evaluation hasn't much value if it can't be translated into action. If it won't be used, don't do it.

What questions should the evaluation help answer?

Different kinds of evaluation can provide you with different sorts of information. We've listed a few here.

Process evaluation: What activities took place?

This kind of evaluation focuses on your coalition's day-to-day *activities*. Methodologies here may include activity logs, surveys, and interviews. Key variables might involve in-house developments (committees adopted, **staff** hired), outside meetings, communications received, funding generated, community participation, and media coverage. Surveys can rate the importance and feasibility of goals, and/or measure member satisfaction. Process evaluation might also include an analysis of critical events in your coalition's development.

Outcome evaluation: What was accomplished?

This kind of the evaluation focuses on the coalition's *accomplishments*. It can include the number and type of changes in policies or practices in the community, as well as the development of new services. It can also be useful to do surveys of self-reported behavior changes (such as alcohol and drug use), as well as those rating the significance of outcomes achieved. The number of objectives met over time is also a useful outcome evaluation tool. The outcome evaluation can be further supplemented with interviews on critical accomplishments.

Impact evaluation: What were the long-range effects?

This kind of evaluation focuses on the *ultimate impacts* the coalition is having on the community, over and above specific outcomes. The focus here is often on statistical indicators. For example, a substance-abuse prevention coalition might focus on data on alcohol-related night-time single-vehicle accidents, or on the number of drug-affected babies born in the community. A teen-pregnancy prevention coalition might focus on the local pregnancy rate. Such data can be graphed with that on coalition accomplishments to show a relationship between changes in the community and a decrease in problems. When interpreting such data, keep in mind that such problems are complicated — even ten coalitions might not reduce the problem immediately. But you will make a difference if you appropriately reach the entire community affected by the problem.

This is only a partial list of questions; you may have more. The important thing is that from the start you and your evaluators identify what questions you need to answer and how you will do so. This can be done most easily from your strategic plan, with its objectives and actions.

Evaluation is important. Again, it is best done in the context of strategic planning so that you know what you are evaluating. Consider what questions you want answered. Match your data-collection methods to those questions. Make sure your evaluators provide feedback that meets your needs, then use it to improve your coalition,

For more information on evaluation rationales and methodology see the “Resources” section at the end of this manual,

Coalition outcomes

If coalitions are committed to empowering citizens to improve their community, then the coalition outcomes should reflect this. If all a coalition can claim as its successes are programs designed and implemented by professionals, then the commitment to empowerment must be questioned.

Ask yourself these questions:

- Are community groups and individuals better able to address and resolve their concerns? In what ways?
- Is there an increase in citizen participation in any aspect of community life? Describe some of these increases.
- Do citizens report a greater sense of community? Give some examples of this and how it was achieved.
- In what ways do citizens and the community at large have access and control over more resources to meet their needs?
- Have more new citizen leaders emerged?
- Has the quality of life in the community improved? In what ways?

Although increases in empowering processes are important, the ultimate (and often long-term) measures of empowerment concern whether the original goals and objectives have been achieved.

Ask yourself these questions as well:

- Does your coalition have an evaluation plan?
- Are your evaluators responsive to your needs?
- Have you seen any feedback data from your evaluators? Do you get regular timely feedback from them?
- Are the evaluators sensitive to the local culture?
- Do you know what you want to measure and what you want to show from the evaluation?

Successfully Overcoming Common Barriers

Now that you know how to evaluate your efforts let's work backward and introduce you to ways of dealing with common problems so that your next evaluation is that much more positive.

Anyone who has been in a coalition will tell you that the path to success is rocky, often marked by two steps forward and one step back. Many forces in communities are opposed to coalition building and community development. We must think about the path of coalition progress as dynamic and constantly changing. New obstacles (and opportunities) keep arising. Let's look at some commonly encountered barriers to coalition success and outline some strategies that a coalition might develop to counteract them.

BARRIER 1 — Turf and competition

A clear goal of coalitions is often to promote coordination, cooperation, and collaboration. But it comes as no surprise that territoriality and competition among coalition members is a major barrier to success. The capacity of one organization to feel competitive with another often amazes outsiders. This competition can exist among health-and-human-service agencies as they compete for clients and contracts, but can also take place between the private and the public sectors, between local and state governments, or between local government and the community. A new request to provide a service might be issued by the state, and two or three different agencies — all members of the same coalition • might begin to compete for that contract, seemingly undermining the coalition's goal of cooperation. One would hope that having declared themselves part of a coalition, participants in these turf battles would back down, but often they do not.

Strategies

In his community organizing work, Saul Alinsky always paid attention to the self-interest of all the parties, believing that solutions had to include attention to this. Too often we expect self-sacrifice from individuals and organizations as they move toward coalition solutions. If we understand that personal and organizational self-interest is part of what motivates people, we can look for strategies that take it into account. It is also possible to minimize the impact of territoriality and self-interest by appealing to a larger good. In our experience with coalitions, the com-



mon good that has most appeal is that of the community and neighborhood. This is why coalition building often focuses on geographic areas.

BARRIER 2 — Bad history

As you begin to talk with communities about building a new coalition the response is sometimes, “Oh, we tried that once before here. It doesn’t work.” Most communities have had unsuccessful attempts at building cooperation and forming coalitions. Most frequently these attempts were ill-fated because they did not involve a carefully thought-out process, did not have enough resources to succeed, or were imposed from above as a mandate: ‘You WILL cooperate.’”

Conflictual histories also exist between agencies and different components in communities, and one should never forget their impact. Too often we enter communities without knowledge of context, thinking that history starts when we put our foot in the door. We should never forget the power of history. All we have to do is talk to an agency director and hear, “We don’t work with that other agency because 15 years ago they had a director who insulted our director at a public meeting,” to realize how important it is.

Strategies

The first strategy is to learn the community’s history. Determine what efforts occurred in the past to build cooperation and coalitions, and how they succeeded or failed. One can also collect a detailed history of conflict and cooperation among agencies in the community. Following that, second way to undo bad history is to create an open and fair process that allows everyone to participate, set the ground rules, and shape the coalition’s agenda. In this way, some of the factors that led to conflict in the past can be avoided.

BARRIER 3 — Failure to act

One of the most lethal behaviors of coalitions is endless, long-term planning meetings that bog them down before they ever act. Many of us have been in coalitions that try to solve problems by involving many important people with busy schedules, who then sit around for a year thinking, planning, and doing needs assessments before anything happens. In most cases this can destroy a coalition before it starts. Administrators and bureaucrats are used to sitting in planning meetings, though the best of them have a limited tolerance for them. But citizens, groups, and

others in the community committed to change are often quickly turned off by such an atmosphere. At heart, coalitions are based on creating change and demonstrating the capacity to act; indeed, this attracts the kinds of members who make them succeed. When coalitions fail to display a commitment to action, or show a fear of advocacy, they discourage the involvement of exactly the people who will help them.

Strategies

Although your coalition must plan carefully, then, it must also produce actions and results in its first weeks and months of existence. You can be involved in a careful planning process while circulating a newsletter or petition, or holding a public meeting on a controversial topic. Such actions show the members and the community that your coalition is committed to making something happen.

BARRIER 4 — Dominance by professionals

Although key professionals are often important members of coalitions and can be especially helpful assets, they can also become barriers when **they** dominate the process. In such a situation, most members might be professionals, and the control of the coalition could be in the hands of professional agencies. Since many agencies view citizens and communities from a “deficits” point of view (see John McKnight’s writings), they then bring this viewpoint to the coalition’s work.

We see this kind of barrier in action, for example, when a group of **adult-**service providers decides to deal with teen issues in the community by developing a teen center. In one actual situation, providers designed and opened a teen center without any input from the teens themselves. When no one showed up in the first months, the professionals perceived the teens as apathetic and blamed them for the problem. The providers did not recognize that only by consulting with teens, and letting them decide how best to set up the center, did they have any chance of success. This happens much too frequently — and not only with individual agencies, but with entire coalitions.

Strategies

Active attempts to recruit citizens are critical to coalition success. One should also respect the important role of “citizen helpers” — professionals who are also active citizens and can therefore wear both hats. Having citizen helpers does not eliminate the need to have members who are not in a professional, formal helping role, however. To get citizen input your coalition must go out into the community, talk to people, and test new

ideas before implementing them. Unless the coalition is constantly asking community members what they want and then responding, it will be hard to overcome the dominance of both professional and professional-deficit models.

BARRIER 5 — Lack of a common vision

Increasingly one sees coalitions — often funded ones — in which there is clear disagreement about goals. There are a variety of reasons for this. The founders may have been attracted by the money available, not by a common vision. The failure of such coalitions potentially threatens the success of the whole coalition movement.

Strategies

The most obvious strategy, of course, is to develop a common vision before organizing the coalition. Grassroots community coalitions typically do so; for example, neighbors may get together to make sure that the **community** playgrounds are safe. Where a group vision does not emerge at the start (or dissolves quickly after the writing of the grant application), you need a clear planning process that clarifies your group's goals and articulates objectives and action plans. This will help you determine whether your members have shared tasks to work on together. If they do not, the coalition needs to be brave enough to dissolve. If they do, you can rewrite your mission statement and move forward. Coalitions are such vibrant and responsive institutions that this process of revisiting vision, mission, goals, and objectives needs to occur on a regular — at a minimum, annual — basis.

BARRIER 6 — Failure to provide and create leadership

Coalitions have two leadership missions. One is to provide competent leadership for the coalition itself and for its tasks. The other is to create new leadership in all sectors of the community. Many coalitions struggle with one or both of these missions. Some coalitions lack leadership — there are many lieutenants but no generals. The coalition then seems to flounder, not heading in any direction or accomplishing any one task. Often coalitions that manage to exchange information but never move to action suffer for it. On the flip side, we see coalitions with a single dominant leader who does not delegate but tries to do everything him- or herself. Members feel powerless, excluded, and increasingly less involved. One of the problems of bringing on coalition staff can be that these paid



individuals take on leadership roles. The members can then easily say, ‘Well, I don’t need to do that, we’ll let our staff person do it.’ That kind of staff role implicitly undermines the creation of new leadership roles among the members.

Strategies

Coalitions must consciously foster the development of leaders from their own members, and also seek out new individuals to take leadership roles in the community. Leadership must be seen as multifaceted — not just as who runs the meeting or chairs a task force, but also as who volunteers to get people to come to a meeting, sets up refreshments, or leads from behind the scenes. Coalitions must regularly evaluate how their organizations are being led, and how good they are at creating leaders.

Coalitions must consciously foster the development of leaders from their own members, and also seek out new individuals to take leadership roles in the community.

BARRIER 7 — Poor links to the community

The majority of coalitions seem to have little success in establishing solid links to the community as a whole. When coalitions begin with gatherings of human service providers or educators, the meetings are often inaccessible to working citizens in terms of scheduled time, space, anti or language and culture. For example, a group of providers might talk about state funding using a variety of acronyms and initials. Ordinary citizens quickly understand that this is a world of which they are not a part, and they may not return.

Strategies

Obvious strategies include not only making meetings more accessible in terms of these and other issues such as child care, but also having the agenda and process be citizen driven. David Chavis has suggested that most of the basic institutions in our communities have become unaccountable to their citizenry; that the clergy is separated from its congregation, the schools from parents and students, and the health and human service system from clients and patients. It’s critical that coalitions rebuild these links and the accountability of the system to the citizens.

In some ways it seems that the major strategy has to be an investment of funding into identifying, supporting, or (if they are missing) creating citizen-advocacy groups so that people can come to the table as representatives of constituencies like everyone else. In many communities these citizen and neighborhood groups already exist. They should serve as equal partners. In other communities, funding and staffing may be needed to develop these groups and create that partnership.



Exercise 4

Identifying Barriers to Success in Your Coalition

Instructions: For each of the coalition barriers listed below, indicate examples of how it affects your coalition. Refer to the chapter text to clarify the barrier definition. Then brainstorm about how to address the barriers. Discuss what you have written. This exercise can be done individually or in a small group.

EFFECTS OF BARRIERS	POTENTIAL STRATEGIES
1. Turf and competition	
2. Bad history	
3. Failure to act	





4. Dominance by professionals	
5. Lack of a common vision	
6. Failure to provide and create leadership	
7. Poor links to the community	

KEY LEARNINGS

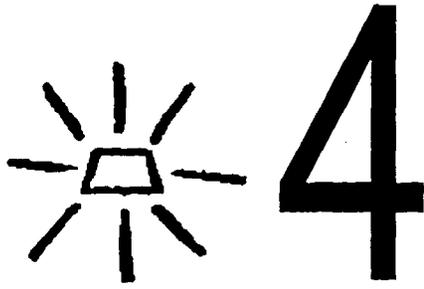
- ◆ Coalitions are excellent vehicles for improving the quality of life in your community. They can be defined in many ways but are generally a collaborative effort undertaken by multiple and diverse stakeholders with a common goal.
- ◆ Membership in the coalition at large, as well as that of the initial planning group, needs to be inclusive, allowing all stakeholders who endorse the coalition's mission to join. Inclusive membership ensures a coalition that represents a true cross-section of the community.
- ◆ The coalition's organizational functioning and structure must be clear and competent enough so that it can perform well. This includes effective leadership, decision making, communication, resources, and staffing.
- ◆ An annual half-day all coalition planning meeting is one useful catalyst for successful planning. An effective meeting format has four components: review, re-assessment, plans, and next steps.
- ◆ Successful coalitions take actions they can achieve and thus prove their effectiveness to themselves and their communities through concrete results.
- ◆ Coalition activities need to include fun and must affirm the strengths and joys of the community. Indeed, one of the great gifts of effective coalitions to their members and to their communities is that of hope, which emerges from an optimistic coalition approach that says that most problems can be effectively addressed.
- ◆ The agendas of broad coalitions that address the quality of life in communities can be overwhelming. The coalition needs to take a long-range view, understanding that bringing its agenda to fruition will take time and persistence.
- ◆ In general, sustaining coalitions is like sustaining any other organization. It relies upon the capacity to be flexible and adapt to changing environments and times. Expect that your coalition's mission and goals will evolve over time, and that various task forces you set up will adapt to

changing issues in the community. If funding runs dry, remember to turn to the community

- ◆ Do evaluation in the context of strategic planning so that you know what you are evaluating. Consider what questions you want answered, then match your data-collection methods to them. Make sure that your evaluators provide feedback that meets your needs, then use it to improve your coalition.







Chapter

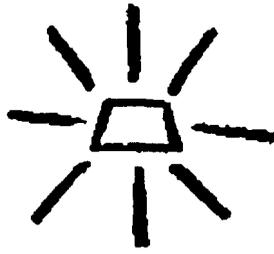
Grassroots Organizations: Building Capacity

PART 1: INVOLVING AND MOBILIZING
GRASSROOTS RESIDENTS

PART 2: CREATING COMMUNITY OWNERSHIP

PART 3: IDENTIFYING THE GRASSROOTS
COMMUNITY

PART 4: OUTREACH STRATEGIES



Acknowledgments

CHAPTER FOUR WRITTEN BY:



Gillian Kaye, President, Community Development Consultants
357 11th Street, Brooklyn, NY 11215 (718) 788.3570

We **all want** to
be known,
initially by the
 members of
our own group
 and **then** by
others, for our
contributions
to a better
 quality of life.

capacity you need to sustain grassroots membership. In Chapter 5 we introduce strategic action planning and tools to mobilize the community so that you will be able to implement your group's goals and objectives. In this chapter trainers will have the opportunity to guide participants through an organizational diagnosis that will form the basis for **approach-**ing the topics in the workshop and will aid each group in developing its own unique "**cure**" for its coalition,

Involving and Mobilizing Grassroots Residents

By understanding why community members participate in a coalition, you take the first step toward developing strategies to ensure their inclusion. Like other prospective members, grassroots residents expect to have certain roles and power.

Why would someone want to be involved in your coalition? How does it benefit him, her, or their family? Following are reasons people may participate in groups, organizations, or associations. Your neighborhood coalition can be successful when it meets the needs of your membership, as outlined in the following "six **R's**."

Recognition

People want to be recognized for their leadership. We all want to be known, initially by the members of our own group and then by others, for our contributions to a better quality of life.

Tip; You can recognize contributions through awards and dinners, and by praising your members at other public events.

CASE STUDY



Recognition: Chicago, IL

The **WESTSIDE HEALTH** AUTHORITY, a community-based organization in Chicago, recognizes community members who share resources, gifts, and talents with each other in a variety of ways. It organizes neighborhood dinners and other community events and recognizes groups and individuals at monthly membership meetings. The local media also feature the group's "**wellness** initiatives" periodically. This recognition not only makes community members feel good about their contributions but also

spreads word of them nationwide, as is shown by the frequent inquiries they receive from around the country,

Respect

Everyone wants respect. By joining in community activities we seek the respect of our peers. People often find that their values, culture, or traditions are not respected in the workplace or community, so they seek recognition and respect for themselves and their values by joining community organizations and coalitions.

Tip: Don't schedule all of your planning meetings during regular working hours. This may exclude many grassroots leaders who hold other jobs. Experiment with different meeting schedules until you strike a balance. Try meeting in the evenings and providing dinner and child care for their families. Translate materials and meeting agendas into languages other than English if necessary, and provide translators at meetings.

Role

We all like to feel needed; we want to belong to a group in which our unique contribution is appreciated. Groups must find a role for everyone if they expect to maintain a membership.

Tip: Grassroots leaders and members may have experienced being “tokens” on coalitions. Create roles with real power and substance.

Relationship

Organizations are networks of relationships; often a personal invitation convinces someone to join. People may sign up for private reasons (say, to make new friends), and for public reasons, as well (to broaden a base of support or influence, for example). Organizations draw us into a wider context of community relationships that encourage accountability, mutual support, and responsibility.

Tip: Provide real opportunities for networking with other institutions and leaders.

Reward

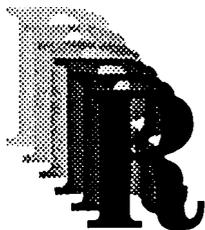
Organizations and coalitions keep members and attract new ones when the rewards of membership outweigh the costs. Of course, not everyone is looking for the same kind of rewards. To sustain members' role in your coalition, try to identify their interests and find what public and private rewards meet them.

Tip: Schedule social time and interaction into the agenda of the coalition so families can participate. Make sure there is an ongoing way to share resources and information, including funding opportunities and access to people in power.

Results

Nothing works like results! An organization that cannot deliver the goods will not continue to attract people and resources. If your coalition formed in response to negative forces in the community (e.g., rising crime rates), safer streets will obviously be welcome and will enhance your coalition's credibility.

Tip: To many grassroots leaders and residents, visible projects and activities that directly affect conditions and issues in their communities are the results they want in return for their participation.



Evaluating the “Six R’s” of Participation in Your Coalition



Exercise 1

In small groups, look at each of the “Six R’s” listed and, using this worksheet, write down the answers to the following questions:

- What do we do now?
- What could we do?

When you have finished, compare your answers as a group. Consider your answers as recommendations for changes your coalition should make.

RECOGNITION	
What do we do now?	What could we do?



RESPECT

What do we do now?

What could we do?

--	--

ROLE

What do we do now?

What could we do?

--	--



RELATIONSHIPS

What do we do now?

What could we do?

--	--

REWARD

What do we do now?

What could we do?

--	--



RESULTS	
What do we do now?	What could we do?

The “Six R’s” were originally developed by Ira Resnick at the Center for Social and Community Development, Rutgers State University.

Creating Community Ownership

Now that you have examined your coalition goals and determined whether or not they reinforce grassroots participation, let's move on to the next ingredient for community involvement: ownership.

Ownership comes from being an integral part of defining issues and solutions and from being a real — not a token — part of coalition planning from beginning to end. Creating community ownership requires a change in our conception of power and control. Whereas professionals view their jobs as coming up with the best possible programs and strategies using the latest research and technology, grassroots community members often experience this as a highhanded and alienating approach. Coalitions driven by service providers can actually get in the way of community ownership. These elements can be vital to creating that ownership:

1. The grassroots community must be involved in defining the issues. Community residents will be harder to involve if they feel that the coalition has already decided what issues are to be addressed without their input. They may perceive themselves as “locked out” and view the coalition as just another top-down model of professional, rather than community, control.
2. The community must also be involved in defining solutions and strategies. There are no greater architects of solutions than those experiencing the problem. The information and skills that practitioners and professionals bring to program and strategy development are invaluable; but the wisdom of the community — in how to reach high-risk populations, create community investment, and meet marketing and outreach needs — should be the guide in your strategy to ensure success at the community level.
3. Community members must know that they will be given tools and resources to control the implementation of programs and strategies. Too often they are invited to the table for planning, then sit and watch as their ideas are implemented by outsiders or professionals. Real empowerment comes from the ability to have grassroots community members implement programs and use resources according to their own visions,

For many coalitions, these concepts mean a major shift, both in focus and in the balance of power. **Remember that grassroots community residents will be living with these issues and**

*Ownership comes from being an **integral** part of defining issues and **solutions** and **from** being a real — **not a token** — **part** of **coalition** planning from beginning to end.*

Examining and understanding the history of coalitions preceding yours can be crucial in paving the way for grassroots involvement.

problems long after our coalitions are gone. If you envision these roles as appropriate for the community, your coalition will be stronger and will see real grassroots involvement. Build collaborative planning retreats into your coalition's structure so community members can share their vision and ideas. **Community-driven assessments**, discussed in Chapter 5, are another key tool for providing grassroots leaders with the opportunity to play these roles.

4. Your coalition must have credibility with the community. Many coalitions have been operating one day and gone almost literally the next. Programs and resources have appeared in communities and disappeared overnight. Promises have been made to community residents and never kept, resources promised and never delivered. As has often been the case, residents have been left out of the ownership process; instead, they were delivered services and programs in which their own community had no investment or say.

Examining and understanding the history of coalitions preceding yours can be crucial in paving the way for grassroots involvement. In addition, simply looking for this information sends a welcome signal to the community that you care about doing things right.

CASE STUDY **Community ownership**



A community foundation working with a national technical-assistance organization helped form a coalition focusing on drug abuse and trafficking, mostly in the seven public-housing developments scattered through one southern city. Residents in these developments had a history of organizing around issues, but were wary after dealing with corruption in both the police department and housing management. Moreover, an earlier coalition of service providers came into their developments for a year with programs and activities, but left when funding was eliminated.

The early members of the new coalition interviewed residents in the development before involving them. They heard about the lack of community involvement in the previous coalition's planning and the anger and residents felt as a result.

The new coalition hired a staff organizer whose job was to reach out to residents and involve them in meetings to define the issues, develop strategies, and identify the resources they felt they needed to implement them.

Subsequent sessions were also held with law-enforcement personnel, service providers, and other concerned community actors involved in the coalition. This led to a series of final collaborative planning meetings in which everyone compared strategies and created a comprehensive action plan that would be driven by the residents with the help of the coalition and staff organizer. All participants felt invested in the plan and sensed a great deal of ownership over it.

A year later the coalition had increased its membership and participation in its activities. The residents still run the coalition and are turning around the conditions in their developments.

Identifying the Grassroots Community

Before developing strategies to involve the grassroots community, define who you want and who you should involve. This means taking the time to identify real community leadership and to examine the various “sectors” of the organized and developing community in your coalition’s target areas.

Identifying leadership

THE WESTSIDE HEALTH AUTHORITY OF CHICAGO used an existing network of leaders and a tradition of community organizing to its advantage. According to the Health Authority, these ‘leaders have earned the trust and respect of citizens in the community through many years of hard work. Staff and volunteers who participate in the programs of WHA are recruited by outreach efforts of these member organizations. In general, volunteers who respond to outreach efforts are committed to neighborhood empowerment — many are leaders on their blocks. Some of [their] leaders are people who at one point were isolated from the community because of drug problems or gang affiliation.’ The organization’s strong belief that everyone has something to offer has been adopted by the community as a whole.

CASESTUDY



Community leadership

You may already be working with community leaders, including the school principal, the police chief, and several grassroots service providers. These are important community players and should be included. But you may have overlooked equally important leaders. The failure to involve key grassroots leaders can make an enormous difference in the effectiveness of your coalition's efforts because these leaders provide three of the essential ingredients for outreach to the community: credibility, access, and constituency.

“Formal” leaders

As mentioned in Chapter 1, collaborative leaders have many qualities: vision, commitment, and the ability to get things done. Perhaps most important, community leaders have a constituency behind them, people who look to them for advice and action.

Identifying “formal” community leadership is easy. Local elected **officials**, agency heads, service providers, and prominent civic leaders can be identified through city and agency directories, local publications, and even a trip to the mayor's office. These leaders have constituencies, access to other leaders in their circle, and credibility and clout with residents. Religious institutions often have leaders well established in the community. These “usual suspects” are easier to reach out to through phones, faxes, and morning meetings.

“Volunteer” leaders

“Volunteer” leaders form a key group that is often left out of the initial coalition search. The communities your coalition is targeting have many volunteer neighborhood groups (including block associations, parent groups, merchant associations, and neighborhood organizations) with active memberships. Each of these groups has one or more volunteer leaders.

These leaders have real grassroots constituencies; they also have an access that formal leaders do not — to “high risk” and “yet to be reached” populations in their communities. With many community residents these leaders have the real credibility, more than an elected **official** who may be seldom seen in the neighborhood, or than a service provider who lives

somewhere else. Grassroots volunteer organizations have many advantages that coalitions need in order to work effectively

Finding these leaders can be a bit harder. First, identify what the potential “organized” sectors of your community might be. Once you have done so, try reading community newspapers or bulletins for announcements of meetings and events. Call the contact telephone numbers or attend. In some communities you may want to look for fliers about meetings and events and check elected official’s offices for their community-organization listings.

“Informal” leaders

There are also important “informal” leaders in a community that you should seek out. Informal leaders fit all of our leadership criteria but may not have a title, a conventional **office**, or even a telephone. They may run or work at a local store, be the adopted “**grandmother**” of a neighborhood who sits out on her porch, or even be a drug dealer on a street corner. As with “volunteer” leaders, these leaders have their own constituencies, unique avenues of access, and the highest level of credibility with their own followers.

Informal leadership

An active coalition in a small town in western Massachusetts had come together to work on preventing drug abuse in the community. They first targeted the community’s sizable **Latino** population for their drug- and health-education programs. They planned a series of public meetings, complete with experts to discuss the issues and give the participants information. They were careful to make the meeting place accessible and have child care so that parents could attend. Fliers were distributed in Spanish all over the town.

Attendance was so low, however, that they decided to investigate with the help of a few informal leaders in the community. They were told that culturally, community residents preferred small informal gatherings at someone’s home or apartment. Structured agendas were acceptable, but community members liked conversations better as a means to accomplish **their** tasks.

So the coalition developed a series of small, informal house meetings called **charlas**, in which residents were hosted by another community member at their home. They provided the same written information that

CASESTUDY



had been on hand at the public meeting, and residents discussed the same issues using a less formal agenda,

Over the next few months a small group of respected women leaders took over the planning and organizing of the *charlas*. Now hundreds of residents are involved in the coalition's work through this program.

You can find these leaders by talking to local residents and volunteer leaders. Informal leaders are usually well known by reputation, whether good or bad. Again, the first step is to identify the “developing” sectors of the communities you are targeting. Take the time to find out who the leaders are. Without their involvement you are less likely to reach the grassroots community, you will have diminished access to the populations you want to reach, and you may lose considerable credibility with community residents.

The “organized” sectors of communities

Every community is different, but each has different sectors that are organized and have credible leadership. The obvious sectors have formal leaders, including civic leaders such as elected **officials**, the police, and service providers.

But consider other community sectors such as neighborhood organizations, young people, and parents. Targeting organized grassroots groups can provide a wealth of benefits for coalitions. Community organizations:

- can contact “high risk” and “hard to reach” populations through trust, familiarity, and history;
- know what works in their communities, including the most effective ways to reach people with information and programs, what kinds of meetings and organizations people will attend or join, and what will create “investment” for residents and families;
- are community archivists, knowing the history of coalition efforts in the community, what has worked (and what has failed), and how this will affect partnership efforts;
- can promote ownership and participation through their own networks and knowledge;

- know how the community views the causes and symptoms of problems and the most effective avenues to address them;
- build local leadership that will remain in the community to carry on the work initiated; and
- can create positive “norms” in the community better than outside agencies because of their credibility, location, and ability to reach many populations.

These are some examples of organized community sectors:

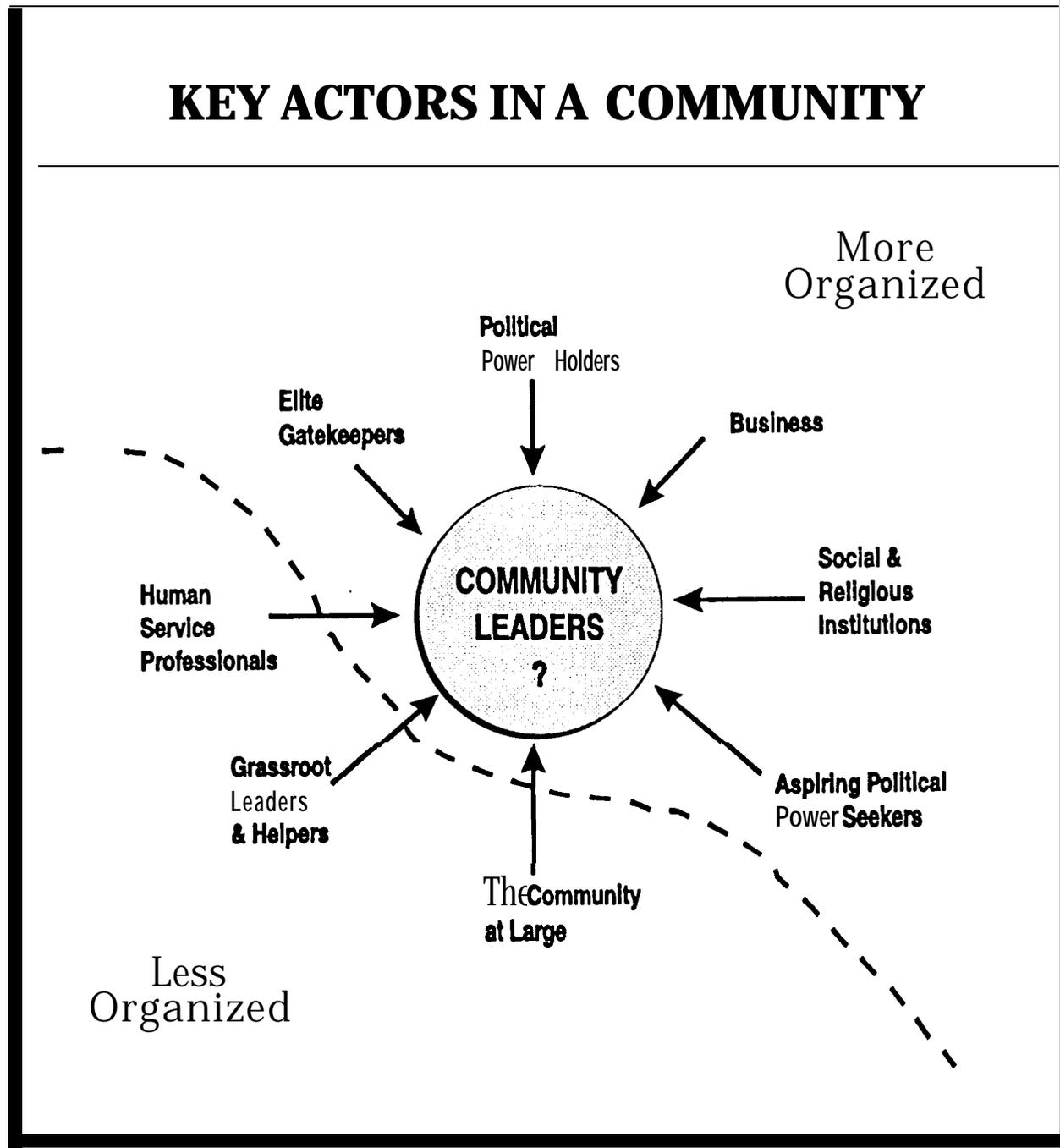
- ***Voter leadership:*** Elected officials, ward leaders, and local party officials.
- ***Youth service providers leadership:*** YMCA or YWCA directors, social-service agency staff, and so forth,
- ***Police leadership:*** The chief of police, local precinct captains, and commanders.
- ***Schools leadership:*** Principals, shop stewards, teachers, and PTA members.

“Developing” community sectors

Other sectors of the community also encompass much of the grassroots citizenry. These are **the “developing” sectors,** which include, say, the people who work at the local textile plant, the young people who hang out at the basketball court next to the school, local drug dealers, and the majority of parents and other community residents.



KEY ACTORS IN A COMMUNITY



Association for Community Development



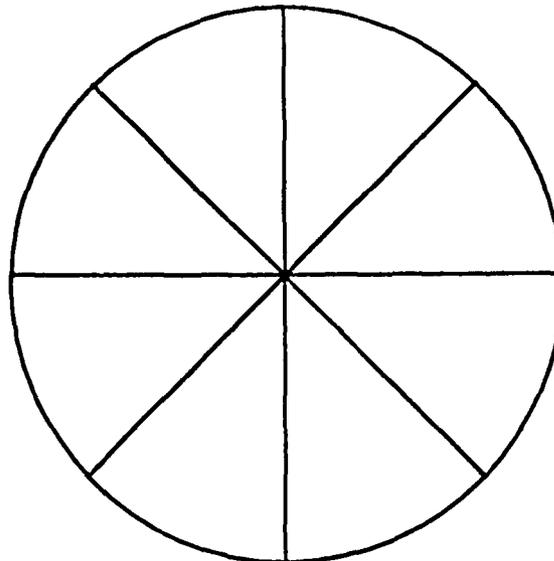
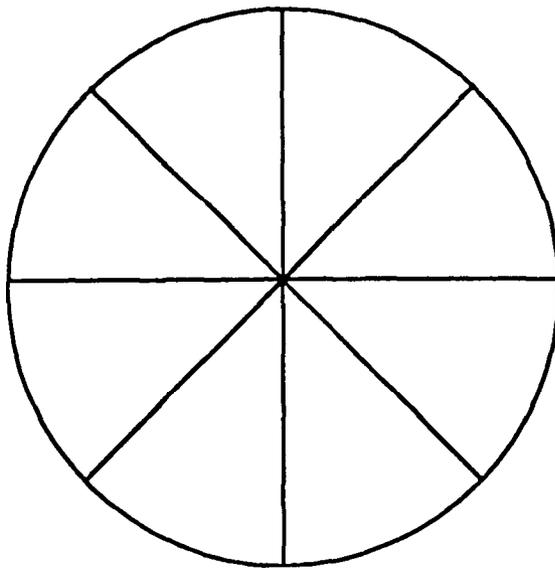
Exercise 2

Identify Sectors of Your Community

Instructions:

Identify the organized and developing sectors of your community.

Label each of the wheels, one “organized” and the other “developing.” Brainstorm all of the possible sectors in each wheel and label them. You may choose to redraw the wheels on large flip-chart paper and hang it up to discuss it with other groups.





Exercise 3

Community Outreach Tool 1

Now that you have completed your “organized” and “developing” wheels, the following exercise will help you consolidate all the important **information** and lay the groundwork for a comprehensive community-outreach action plan.

Instructions: You have identified your sectors and now need to locate the leaders you’ll be reaching out to. You will also need to take stock of the resources you have and those you will need in order to do this effectively

Transfer the community organization and institution from the **organized-community** wheel you completed in the previous exercise. Next **to** each, list the leader(s) of these organizations that your coalition members have identified. Add as many lines as you need to include all of the important groups. When you have completed this, follow the same steps for the developing community.

Finally, estimate the resources you’ll need for your outreach. Consider work hours, money for fliers, the cost of hiring young people to help with outreach, refreshments for *charlas*, and so forth,

Target Community: _____

1. ORGANIZED COMMUNITY

Organization⁶ or Institutions	Leaders
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**1. DEVELOPING COMMUNITY****Sectors or Groups****Leaders**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. RESOURCES NEEDED:

How you reach out is critical; whether it be to spread the word about the coalition's work, enlist new members for a task force, or give the community an opportunity to evaluate programs and strategies before they are implemented.

Outreach Strategies

You can reach out to the grassroots community with your invitation to be partners in planning in a number of ways. Although each is effective, when used together they form a particularly dynamic strategy. Always evaluate the human and material resources you have when considering an outreach strategy, but remember: if you stretch yourselves now, the payoff will be well worth it.

Reaching out to community leaders

We have discussed the importance of having credible community leaders participate in your coalition. Here are two outreach techniques that work:

1. Meet face to face with as many community leaders as you can to hear their opinions and insights before you invite them to participate in the coalition. Not only will they enlighten you about community issues and perspectives, but they'll tell you about other leaders they know and spread the word that your coalition is worth investigating.
2. Identify those to whom you may not have access but who should be involved. Spread the word to their constituency and disseminate your coalition's information. This may take time with volunteer and informal leaders as you build trusting relationships. Many of these leaders may never have been asked to participate in a coalition and may distrust professionals. Go slowly and promise only what you can deliver.

Reaching out to the organized and developing communities ,

You can use a variety of techniques to reach out to both the organized and developing sectors of the community. Whether to spread the word about the coalition's work, enlist new members for a task force, or give the community an opportunity to evaluate programs and strategies before they are implemented, how you reach out is critical.

Public and house meetings

Town meetings are an excellent way to reach out to the organized community. At such meetings you can praise and acknowledge leaders, get

input from community members, and discuss strategies and ideas. Moreover, your coalition will get publicity and exposure.

The developing community, however, may not come to big public meetings as readily. You may want to **try** less formal meetings at a local home, apartment, or coffee shop. These meetings have fewer people — usually those invited by word of mouth — as well as a more intimate, less intimidating feeling. The same things can be accomplished as in a public meeting, but the climate is safer and people may speak more freely.

Door to door

Going door to door is a time-honored community-outreach strategy. It takes time and bodies, which your coalition may not have, but it can produce great results. The advantages include these:

- face-to-face contact can break down barriers and suspicions, and frequently works better;
- you are able to get the unfiltered perspectives of community residents; and
- because you are seen in the community, your credibility goes up and word goes out on the grapevine.

Of course, there are more drawbacks to door-to-door outreach than just the resources it demands. People are often afraid to open their doors to strangers and can sometimes react negatively to being contacted at home. In general, however, it's a tactic that works well and is worth the time.

Remember these hints:

- ' always go in pairs;
- wear identifying insignia; and
- always leave people a flier, brochure, or something else to remember you by.

Street outreach

If you have decided to reach out to some of the developing sectors of the community you will have to go where they are. This may mean passing out fliers at factory gates, going to the local basketball court, or hanging out on a certain street corner. However, street outreach like this is generally effective only when someone credible from the community joins you or does it on their own.

Tabling

Because getting out into the community is really the best way to introduce yourself and your coalition, consider setting up tables in front of busy supermarkets, shops, tram stations, or anywhere else that people pass by.

Attending community meetings

Attending community meetings both as an observer and participant sends a signal that you care about what people are saying and doing. When you interview community leaders, always ask when their next meetings are, and whether you can observe or talk about the coalition,

Community-driven assessments

Community assessments that mobilize and involve grassroots residents are probably the best outreach tool you can use. The next chapter reviews a process for community assessment. Although mail or telephone surveys are useful, they only give you information; they don't mobilize grassroots community residents to get involved in the key ownership areas we have discussed.



"I couldn't have done it . . . without the help of the great people . . . in my community."

Community Outreach Planning Tool 2



Exercise 4

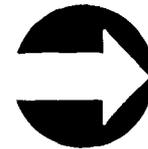
Instructions:

This worksheet will help you organize all of the information you have collected for reaching out to both the “organized” and “developing” sectors of the community

Using the information from the Community Outreach Planning Tool 1, fill in the columns on this worksheet. List each leader, the method of outreach you would use to contact and involve them, who from your coalition or the community needs to work with you, the time frame, and any additional resources you need to collect before you begin. Remember that resources can include people, money, time, locations, advertising, or anything else that helps you move forward.

Make copies of this worksheet if you have more information than will fit on one page. Try to create as comprehensive an outreach plan as possible.

When you have finished, make sure that (a) the plan is presented to the coalition (or task force) for approval; and (b) anyone who you have listed as a “helper” has been contacted and has agreed to participate,



Community Outreach Planning Tool 2

Target Community: _____

Organization/Leader	Outreach method	Who's helping	Resources needed

Outreach Checklist

Here's a checklist to use to make sure you have covered all the bases for an effective outreach strategy and are ready to create your final plan.

1. Have you designed an outreach strategy?

- Identified places where residents will be?
- Defined the physical boundaries of your target area?
- Assessed your human and physical resources?
- Identified additional resources needed?

2. Have you decided what tools and techniques to use?

- Fliers
- Survey
- Needs assessment
- Door-to-door
- Tabling
- House chats
- Other _____

3. Have you recruited enough volunteers and paired up "buddies?"



Outreach Plan

Outreach strategy	Location	Volunteers	When?
Fliers			
Surveys			
Needs assessment			
Door-to-door			
Tabling			
House chats			
Other:			



Surveys

Outreach strategy	Location	Volunteer6	When?
Door-to-door'			
Distributing at meeting			
Tabling			
Working with other leaders			



Needs Assessments

Neighborhood institutions or organizations to target:

Institution/ Organization	Contact	Phone	Location
--------------------------------------	----------------	--------------	-----------------

--	--	--	--



Member Skills, Resources and Contacts

List the skills, resources and contacts of your group's members and potential members:

**Member name and
information**

**Skills, resources,
and contacts**

Member name and information	Skills, resources, and contacts



Community Resources and Institutions

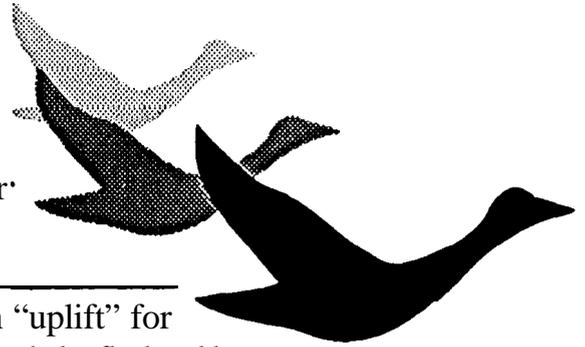
List the institutions and resources that exist in your community. They may become important partners in your work.

Institution	Contact address	Services or programs



Lessons from Geese

Following are examples of how geese work together successfully to travel great distances during **migration**. Human organizations may have a great deal to learn from them in attempting to travel to their own goals.



FACT 1: As each goose flaps its wings, it creates an “uplift” for the birds that follow. By flying in “**V**” formation, the whole flock adds 71 percent greater flying range than if each bird flew alone,

- **Lesson:** People who share a common goal direction and sense of community can get where they are going quicker and easier because they are traveling on the trust of one another.

FACT 2: When a goose falls out of formation it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front to it.

- **Lesson:** If we have as much sense as a goose, we stay in formation with those headed where we want **to** go. We are willing to accept their help and give our help to others.

FACT 3: When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

- **Lesson:** It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are dependent on each other’s skills, capabilities, unique gifts, talents, and resources.

FACT 4: The geese flying in formation honk to encourage those in front to keep up their speed.

- **Lesson:** We need to make sure our honking is encouraging. In groups where there is encouragement the production is greater. The power of encouragement (to stand by one’s heart or core values and encourage the heart and core of others) is the quality of honking we seek.

FACT 5: When a goose gets sick or is shot, two geese drop out of formation and follow it down to help or protect it. They stay with it until it dies or is able to fly again. Then they start out with another formation or catch up with the flock.

- **Lesson:** If we are as loyal as geese we will stand by each other in **difficult** times as well as when we are strong.

Acknowledgement: Angeles **Arrien**, Ph.D., P.O. Box 2077, Sausalito, CA 94966

Diagnosing Your Organization or Coalition: Risk Factors for Participation

WHY? WHY? WHY?

Why do some members come to every meeting of the coalition, whereas some won't even come to one?

Why are some families so active while others won't even take the time to fill out a survey?

There is no simple answer, But we do know that a lot of factors influence whether residents and families get involved in your coalition. Some of these are a little harder for the coalition to tackle, such as economic problems in the family and serious lack of time,

BUT.. .

you can control one of the most important participation factors: **YOUR ORGANIZATION AND/OR YOUR COALITION**. Many different parts of an organization's or coalition's functioning can encourage or discourage participation, Your group might be discouraging participation without your knowing it.

A leader must step back once in a while and look critically at how the organization is working. Consider the following questions:

- Are all of the organizational “building blocks” in place to make it strong?
- Do things get done in a way that encourage members and others to be active and have “ownership” of the organization or coalition?

Take this **RISK FACTOR** diagnosis to find out which parts of your organization or coalition may discourage active participation, and which parts are functioning smoothly. The results may surprise you!

Note that all of the statements in this form are written in the positive. Nevertheless, it's more important that you be honest than that your group sounds “perfect.” **NO ORGANIZATION OR COALITION IS PERFECT!**



Diagnosing Your Organization



Rate the following parts of your organization using the scale below:

STRONG OR ALWAYS				WEAK OR NEVER	
5	4	3	2	1	

1. The clarity of your coalition's vision and goals

Your Coalition's vision takes into account what is happening in the community.

___ B. The vision and goals are written down,

___ C. Residents and institutions are all aware of your coalition's vision and goals.

___ D. Your coalition periodically reevaluates and updates its vision and goals.

Your Coalition's activities are evaluated in relation to its vision and goals.

2. The effectiveness of your coalition structure

___ A. Your coalition has a regular meeting cycle that members can count on.

Your Coalition has active committees.

___ C. All of your members have copies of the bylaws.

Your Executive board and committees communicate regularly.

___ E. Your executive board meets on a regular basis with good attendance.

3. The effectiveness of outreach and communication methods

Your Coalition has a newsletter or another method of communication that keeps the school community regularly updated 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 meetings with **sufficient** notice by sending agendas and fliers out in advance.
- C. You provide child care and translation when needed.
- D. You accomplish the meeting's agenda because meetings start and end on time.
- E. You hold meetings in central, accessible, and 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 your 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.

Your Coalition utilizes the resources and information of other organizations that can help the community, such as training workshops on environmental organizing.

_____ 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. Your 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.

You make all residents welcome in the coalition regardless of income, race, gender, or education level.

9. How well your 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.

Your Coalition helps members out with issues of individual need.

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

Coalition leaders know how to negotiate successfully with elected **officials** and institutional leaders about member concerns.

Your Coalition has one or more regular representatives who attend important community meetings.

Coalition leaders and members understand the lines of authority, decision-making power, responsibility, and other aspects of the community power structure.

Your Coalition meets with **officials** on a regular basis about the issues that concern members.

Your Coalition participates in city-wide activities and demonstrates focus on community issues.



Diagnosis Score Sheet

Fill out this score sheet using the total numbers from each section of the Organizational Diagnosis.

SECTION	TOTAL SCORE:
1. Vision and goals	_____
2. Coalition structure	_____
3. Outreach/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. Relationship with power players	_____
TOTAL SCORE:	_____

For each section, follow the guidelines below:

If you scored between:

- 5–15** Checkup time! You may need an overhaul in this area.
- 15–20** Watch out! It's time for a tune up to get everything in good working order.
- 20–26** Congratulations! You're running smoothly and all systems are go; keep up the good work.

Ask yourself these questions:

- Do you need a complete “overhaul” of your meetings?
- Are you looking for a “tune up” of your organization or coalition structure?
- Are you running smoothly in terms of your vision and goals but hoping for a few pointers?

The next section contains suggestions and strategies for improving all of the areas outlined in the work sheet. Depending on what your score was in each area, you may want to concentrate on specific parts of this section.

Diagnosing Your Organization or Coalition

1. The Clarity of Your Coalition’s Vision and Goals

A clear vision and sense of purpose makes your coalition “proactive” as opposed to “reactive,” and that means stronger. Outsiders have more respect for a coalition with vision and goals, and potential new members will be more willing to join.

To get the word out on vision and goals:

- Hold regular orientation or “get to know the coalition” meetings at the beginning of each month for new members. Be sure to include an overview of your vision and goals.
- Come up with an attractive flier that outlines your vision and goals, and pass it out at all meetings, including those with power players and others who are not members of the coalition.
- Make a permanent box in the upper right-hand corner of your newsletter that states your vision and goals. This way even those who don’t attend meetings will be aware of where the organization is going and what you want to accomplish.

2. The Effectiveness of Your Coalition's Structure

A few key factors contribute to a good organizational structure. These include regular productive meetings, active committees that let members become involved in the issues they care about, good bylaws that really represent the coalition, and clear communication among all its parts.

To strengthen the structure of your coalition you can:

- Have a regular meeting cycle so that current members can anticipate and plan for meetings and new members can easily attend.
- Have written copies of the bylaws available at all meetings, especially the “**orientation**” meetings for new members. Explain what they are when you pass them out — don’t just leave it up to members to figure out the bylaws for themselves. And remember to tell everyone that the bylaws change and are updated as the organization changes!
- Elect or appoint committee chairs to facilitate communication between the committees and the executive board. You can also try having each member of the executive board serve as liaison to one committee. Have regular meetings between the committees and executive board, as well; don’t wait for a crisis to schedule one:
- Have the executive board meet regularly and let the members know when and where the meetings are. This way, members feel they really can talk to the leadership.

3. Outreach and Communication Methods

Regular outreach and a reliable way to get input and ideas from members and community residents are critical to good communication. Surveys may be the best tool for finding out what parents want from your coalition.

To communicate effectively you can:

- Start a newsletter; this is a great way to keep everyone informed about your goals and activities, as well as the benefits of joining the coalition,

- Do a survey of members and other residents to find out what everyone's key issues and needs are, and to create a **"buzz"** among neighbors that the coalition cares about what residents think.
- Publish survey results in your newsletter and, most important, use what you learn from the survey to decide on projects and direction for the coalition. It's not enough to collect the information: you have to use it and let people know it.

4. The Effectiveness of Coalition Meetings

If good meetings mean good participation, then bad meetings mean watch out! Always pay attention to the three areas of meeting management: planning, holding, and running a meeting.

For good meeting management:

- Start and end on time, get the agenda out in advance and stick to it, be sure interested members attend, and never hold a meeting just to hold a meeting.
- Make meeting times and locations convenient: ask **"when and where"** questions on your survey and provide volunteer escorts if residents are afraid to come after dark,
- Provide child care at meetings and hire local teens or seniors to provide it.
- Get translators if needed and let people know in advance that you do. You may find translators on the staff of a local community organization, among your members, or as students or faculty at a nearby high school or college.

5. Opportunities for Member Responsibility and Growth

Residents participate in coalitions for many reasons including having a voice in their community's future and meeting their neighbors. One of the most important benefits members look for, however, is an opportunity to learn new skills and take on new personal challenges.

To give members opportunities you can:

- Create a ‘buddy system’ in which newer potential leaders are matched with more experienced members to work in teams for a year so that a real transfer of skills, knowledge, and contacts can take place. Advertise this system in your newsletter and at meetings -more new leaders will step forward when they know that they will get support.
- Look for inexpensive or free outside training workshops and conferences, then send both your experienced and newer leaders to them. Organizations such as your local community college provide training and workshops for community leaders in organizing and leadership skills.
- Delegate work wisely and well. If you do so you will develop new leaders and new skills in your members. Remember: delegate only one task at a time and make sure the member is capable of doing it; be available for questions and provide resources and contacts; monitor progress and provide guidance when needed; evaluate the finished job; and criticize privately but praise publicly.
- Give committees decision-making power and real work to do. Don’t give the boring work to everyone else while leaving important matters to your leaders. Let committees decide what programs the coalition will undertake and make it clear that they can meet with local power players on their own.
- Try sharing certain leadership responsibilities with everyone.

6. Effectiveness of Your Coalition’s Project Planning and Execution

A coalition that plans effectively is respected by members and nonmembers alike and has the power to accomplish its goals. Being proactive means planning ahead — and that means projects are more likely to be successful, one of the best guarantees of great participation next time.

To plan successfully you can:

- Hold a special meeting at the beginning of each year to develop a plan for that year, including goals, activities, and desired changes in the community. Make sure you use survey informa-

tion to find out what residents want to see accomplished. Publish this in your newsletter and/or distribute it at meetings.

- Make sure that some of your coalition's projects are obvious and make a symbolic difference to members — like getting a traffic light put up at a busy intersection, or having a vacant lot cleaned. Visible victories attract members. Make sure you celebrate and advertise your accomplishments.
- Take project ideas and strategies and break them down into good action plans that identify specific tasks, who is responsible for them, and target dates for their completion. Action plans also clarify what jobs need doing and how they fit together. This gives people a chance to see your overall strategy and to take on small roles to help bring it about.
- Regularly monitor all jobs. Hold group meetings every two weeks or so to review progress, or call everyone weekly to check in and answer questions.
- Routinely evaluate projects shortly after completion. Everyone learns from mistakes and this will give you time to celebrate your successes and praise work well done.

7. Your Coalition's Use of Research and External Resources

Knowing when you need outside information and assistance, and getting it, can be critical for the success of your projects.

When considering outside assistance:

- Look for and work with other coalitions or organizations that deal with related issues and have similar goals. You can find them by asking local elected officials and community-based organizations, or even by asking your neighbors. You may learn a lot from working with other groups, and there is always power in numbers.

8. Your Coalition's Sense of Community

One of the biggest benefits residents look for in joining a coalition is a sense of community and belonging. This includes getting to know other

residents with similar concerns and interests as well as feeling like an appreciated and valuable member of the group.

You can develop a sense of community in different ways:

- Build social time into your meetings — perhaps afterward, if you serve refreshments — so that people can talk informally and catch up on noncoalition business.
- Plan events such as family picnics with plenty of activities for the children and time to talk informally for the parents. You may even want to develop a social committee to plan things on a regular basis.
- Show appreciation for work well done. Make a special column in the newsletter that recognizes the parent of the month, for example. Host award dinners at the end of the year so members are appreciated publicly. Give out certificates for even the smallest job as a way of saying “**Thanks.**”
- Again, make sure that your coalition welcomes all residents regardless of income, race, gender, or education level. You can show this by having special events that celebrate different cultural holidays such as Christmas, Channukah, and Kwanzaa; by holding workshops on issues specific to women and men such as single fatherhood or ways for older women to reenter the work force; by making sure that all written materials are read aloud at meetings in case there are members who cannot read; and by personally welcoming new members to meetings.

9. How Well Your Coalition Meets Needs and Provides Benefits

People also join and stay in a coalition because they get concrete benefits. This could mean expert advice on anything from how to help children with their homework to how tenants can force a landlord to provide heat and hot water. Your coalition’s ability to meet members’ needs and provide them a range of benefits is critical for its survival and growth.

To do this, you can:

- Give your members copies of your lists of contacts with local elected **officials**, city-service agencies, neighborhood institutions, police, or other resources.

- Invite speakers to address meetings on topics of interest to members. Sponsor workshops with experts who can provide concrete services to members such as help with housing problems, entitlement programs, and so forth.
- Recognize that members' problems are coalition problems and try to help. Help set up meetings between a parent and a school principal concerning a child, or do anything else you can.

10. Your Coalition's Relationship with Elected Officials, Institutional Leaders, and Other Power Players

People may be attracted to your coalition if you have connections to the people who call the shots in your community. **If** you show that you can negotiate successfully with them, members will have even more incentive to stay. Regular communication and contact with district power players and an understanding of how the system works can give your coalition clout.

Consider doing these:

- Learn how to negotiate successfully with power players so you can win on issues of concern to members. If no one in your coalition knows how to negotiate, send your leaders to a course at a local community college or union.
- Make sure you send a representative to important meetings on a regular basis. When the same person attends consistently, he or she develops relationships with other attendees and can network more effectively.
- Find out how the power structure works so you know who to target for what and who can influence whom. Some of the important questions are: What is the formal authority structure? Who has decision-making power, and over what resources, projects, budgets, and so forth? What is the power structure in the community?

In **summary**, then, these are the top ten strategies for strengthening your coalition or organization:

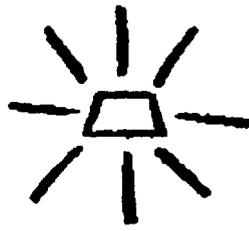
1. Clarify your vision and goals.
2. Create an effective structure.
3. Be sure you have substantial outreach and communication tools and methods.
4. Hold effective meetings.
5. Create opportunities for member responsibility and growth.
6. Plan, implement, and evaluating projects well.
7. Use research and/or external resources when you need them.
8. Foster a sense of community.
9. Meet members' needs and provide benefits.
10. Forge a strong relationship with elected offkials, institutional leaders, and other power players.

KEY LEARNINGS

- ◆ Understanding why grassroots leaders and residents will become involved with your coalition is the first step toward designing effective participation and outreach strategies to engage them. These reasons include how your coalition is structured, the potential for community ownership, and your coalition's credibility.
- ◆ You should identify and understand the different kinds of community leadership that should be involved in coalition planning. Formal, volunteer, and informal leaders all provide different avenues for gaining three essential things: constituency, access, and credibility
- ◆ The grassroots community has both organized and developing sectors. Each provide benefits to a coalition when they are included as a partner,
- ◆ Outreach strategies take many forms. Always assess the human and material resources of your coalition before deciding on a strategy, and try to use as many as you can.





 **5**

Chapter

Community Assessment: A Tool for Mobilizing the Community and Action Planning

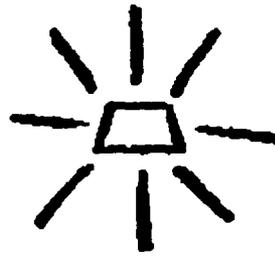
PART 1: WHAT IS A COMMUNITY
ASSESSMENT?

PART 2: HOW DOES A COMMUNITY
ASSESSMENT WORK?

PART 3: THE STAGES OF A COMMUNITY
ASSESSMENT

PART 4: IMPLEMENTING A COMMUNITY
ASSESSMENT

PART 5: ACTION PLANNING



Acknowledgments

CHAPTER FIVE WRITTEN BY:



Gillian Kaye, President, Community Development Consultants
357 11th Street, Brooklyn, NY 11215 (718) 788-3570

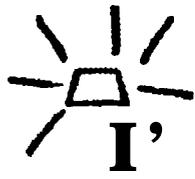
**David M. Chavis, Ph.D., Director, Center for Community Development,
Cosmos Corporation**
7475 Wisconsin Ave., Bethesda, MD 20814 (301) 215-9100

CONTRIBUTING AUTHORS INCLUDE:



Michael Felix, President, Felix, Burdine and Associates, Inc.,
5100 Tilghman Street, Suite 215, Allentown, PA 19104 (610) 366-1310

Paul Florin, Ph.D., Professor, Department of Psychology, Univ. of Rhode Island
Kingston, RI 02881 (401) 7924234



Community Assessment: A Tool for Mobilizing the Community and Action Planning

Purpose

In this section, participants will have the opportunity to learn how to develop and implement a comprehensive community assessment that will engage residents and provide information for deciding what programs to implement in response to community needs. You will learn how to train others to run community assessment meetings and assist in follow-up and dissemination of information. You will also be introduced to strategic action planning in a step-by-step process, which should help you implement your goals and objectives.

Learning Objectives

You will:

- develop and implement an assessment in your own community and in communities you are targeting for organizing and program activities;
- come up with an assessment that mobilizes and engages all sectors of the community in planning and in coalition activities;
- train community members to run assessment meetings and help disseminate information; and
- develop comprehensive strategic action plans for your organization's short-and long-term activities.

Overview

Community assessment and action planning are mobilizing processes in which all of the key sectors of the community can play important planning roles. Doing assessments means setting up meetings and planning sessions to be facilitated by community members. The assessment should lead to community involvement in planning, and to well-designed action plans you can implement successfully to address the issues and problems you've targeted.

What is a Community Assessment?

In Chapter 4 we discussed grassroots community ownership and involvement as key components of an effective coalition effort. Again, ownership comes from helping define issues and solutions and from being a real, not token, part of coalition planning from beginning to end. In community assessment, all key sectors of the community can play these important **planning roles**. Through meetings, planning sessions, and information sharing, your coalition can:

- develop community ownership of issues and solutions;
- gain information about needs and resources in a community;
- identify opportunities and barriers; and
- begin to mobilize the key sectors of the community to take action accordingly

How Does a Community Assessment Work?

You should do an effective community assessment with all of the **stakeholders** in your community. In fact, you can do this in several communities, either simultaneously or sequentially. Fundamentally, the assessment is a week of meetings and planning sessions facilitated by community members and targeted to each sector of the community. The assessment ends with follow-up and feedback to the community as well as clear invitations for the community to become involved in your coalition's planning.

Community assessment consists of six components, all administered by a core planning group of leaders or their delegates, who represent the sectors your assessment will target. This group decides on the assessment's objectives, on which sectors to target, on outreach strategies, and on meeting schedules. It is responsible for implementing the assessment (including facilitating meetings) and collecting the data and information produced.

The six components of the community assessment are:

- community meetings;
- focus groups;
- a briefing book;

- citizen surveys;
- a resource inventory; and
- coalition expansion.

Each component of the assessment creates greater grassroots involvement in your coalition through information sharing, collaborative planning, outreach, and feedback to the community,

Along with increased community ownership, and the expansion of your coalition to include real community participation, the process yields significant concrete results:

- the briefing book, containing important archival data on target communities;
- recommendations for activities, strategies, and programs; and
- transfer of training and other skills to community leaders and members.

*Each component of the assessment creates **greater grassroots involvement** in your coalition through **information sharing, collaborative planning, outreach, and feedback to the community.***

Stages of a Community Assessment

There are a number of stages to the process that you'll need to know about and plan for.

Organizing the core planning group

Your first step is to assemble your core planning group, because it will be responsible for implementing the process. This step was described in detail in Chapter 3. The group should reflect all parts of the community you want to target. Members can be leaders you know or representatives from the community that those leaders have recommended. The important thing is that each member be able to commit a good portion of his or her time during the week or two the assessment process requires. The core planning group, then, will be responsible for:

Deciding on objectives and on community sectors to target

The community assessment targets organizations and their leaders within each sector and invites them to host a community meeting or focus group, which will be facilitated by one of the community planning group mem-

bers. Because your planning group members represent many of these sectors, it is their task to identify which institutions to include as well as any that may be missing. For example, the ministers from the local interfaith council may host a meeting at a church.

Scheduling meetings and issuing invitations

You may ask community leaders and organizations to host community planning meetings via personal contact with the planning group member or through letters and phone calls. The planning group members will also decide on meeting sites, who to invite, and the type of meeting to organize.

Facilitating and assisting at community meetings

Each meeting should follow an identical format and agenda. This will be discussed in greater detail later in the chapter.

Collecting meeting data

Community meetings are intended to involve and gain advice from participants. Planning group members should assemble and catalog this information for inclusion in reports that will be presented to the community for feedback.

Implementing a Community Assessment

Once planning group and coalition have completed the initial preparation, you are ready to implement your community assessment. Each step in this detailed process is designed to maximize community participation and ownership.

Community assessment meetings

You need to answer a few questions in order to plan and conduct effective meetings.

How many meetings should we plan?

You should hold at least one meeting for each targeted sector of the community. The number of participants will vary depending on the response your invitations to leaders and organizations receive.

Schedule as many meetings as possible to fit into to a five-day period, allowing for logistics, such as travel to different locations within a community or to separate communities. The last meeting of the day should end by 4:00 P.M. so that time remains to process the day's information and plan for the next day. On Fridays, activities should end around noon.

Schedule one or two evening meetings **to** interview community leaders and residents who are unable to take off from work to attend day sessions.

How are the meetings run?

All community meetings are conducted by a planning group facilitator, who is a member of that community sector or institution. Another member of the planning group should record participants' comments on newsprint in the front of the room.

The meeting should be carefully planned to collect information from the participants. The discussion is guided by the following agenda:

1. Introductions
2. Review of agenda and ground rules
3. Problems and issues
4. History
5. Strengths and resources
6. Barriers and challenges
7. Advice
8. Concerns and other topics

A more detailed explanation of each agenda item and its importance is included at the end of this chapter.

Who can we ask to be involved?

Identification and recruitment of participants is very important. People will attend the community meetings and get involved in the assessment process for many reasons. Among these may be that:

- the community and its issues are important to them;
- they believe they have something to contribute;
- they expect that something positive will come from their efforts; and

It is often easier to recruit friends and acquaintances, but sometimes it is more beneficial to invite strangers to participate.

- they have a vision of a better community and values that support that vision.

Participants at the community meetings should have knowledge and interest or concern; something in common; diverse qualities and characteristics (age, race, gender, interest, skills, or a mix of roles and responsibilities within an organization); and a willingness to be involved in the process.

How does the planning group recruit participants?

Planning group members should target individuals in existing community organizations. This includes neighborhood associations, church committees, day-care centers, and churches.

Try to recruit as many people as possible. Personal invitations usually work better than a letter. Explain why you want them to be involved, the purpose of the meeting, and the date and place.

Remember, if you are targeting a school, make sure you hold several meetings; one each for parents, teachers and staff, and students. For churches and other places of worship, ask members you know to recruit from within the institution.

It is often easier to recruit friends and acquaintances, but sometimes it is more beneficial to invite strangers to participate. Think of ways you can get as many people as possible involved. Keep a list of names, addresses, and phone numbers as you build your participant “inventory.”

What materials are needed for the meeting?

Each meeting will need the following materials:

- name tags;
- sign-in sheets for participants (name, address, and phone number);
- easels (two if possible);
- a newsprint pad;
- masking tape;
- markers (a few colors); and
- the agenda.

You may want to tape record or videotape your meetings, but always ask the group for approval. If someone says no, you shouldn't continue. This breaks trust and may disinvest other participants.

What is the facilitator's role?

A facilitator is a resource person and leader, not someone with all the answers. He or she will be responsible for moving the process along and helping the group accomplish its objectives, and also for creating a climate in which people feel safe participating.

Facilitators should be nonjudgmental and supportive. They provide essential information but never opinions. A facilitator's role includes giving clear instructions and guidance about activities, and monitoring the meeting to keep it on time while allowing for extra discussion when needed.

One of the biggest jobs for a facilitator is to see that participants stick to the meeting's ground rules. These help keep the group in order and make participants feel comfortable when discussing their ideas. Post the rules in the front of the room. If people do not keep to them, politely mention that the guidelines are to be followed and keep the meeting on track. Always get the group's agreement on the ground rules before moving to the meeting's agenda.

What are other roles for planning group members at the meeting?

While one member is facilitating and another recording, other members can participate by taking on one of the following roles:

- welcoming people as they arrive;
- introducing people to each other;
- serving refreshments;
- keeping track of people signing in;
- handling last-minute logistics; or
- helping with transportation if people need assistance getting to and from the meeting.

How do we collect information on the newsprint?

During the meeting, be sure that the recorder uses clear printing and the words of the participants. The recorder or facilitator can condense or summarize what the person has said but should be sure to check for accuracy by asking, "Is that what you meant?"

When the meeting is over, go over the newsprint to check for abbreviations and fill in or add information that will help explain each item in detail. Remember, many of the people who will work with this information will not have attended the meeting.

You should also label the newsprint with the name of the facilitator and recorder in case there are questions later. Be as clear as you can.

For further information on facilitation refer to the Facilitators/Trainers guide.

Tasks for the Coalition

While the community planning group is working on its activities, your coalition will have some critical tasks of its own. Among these are the following:

1. Selecting a facilitator and training community planning team members. The coalition should pick a facilitator, who coordinates the community assessment process. This person will also be responsible for training the planning group members in how to facilitate the community meetings, and for preparing them for any other tasks for which they are responsible.
2. Developing the briefing book. Collect additional data on the communities you are targeting in your assessment and compile it in the briefing book. Later you can give this book to community members and use it to support whatever recommendations emerge from your community meetings. Data can include crime statistics, health and disease information, demographics, and other relevant information that forms a picture of the community.
3. Creating a kickoff event. Your coalition must garner recognition in your target communities and create a feeling of excitement and expectation. The kickoff event can be a ceremony with the governor or other important elected officials, a symbolic ribbon cutting at the first community meeting site, or anything else that you feel will generate publicity.

Be sure to generate press coverage. You want as many people as possible to know the community assessment is beginning and that

you have begun this intensive effort to fully involve the community in your coalition.

4. Compiling the reports, executive summaries, and recommendations. Although the planning group members will deliver the data from the meetings, it is up to your coalition members — in conjunction with the planning group — to compile this information into three documents that will be accessible to and delivered back to the communities. The reports are a compilation of all of the meeting summaries and briefing book information from that particular community. Executive summaries are the meeting summaries and the recommendations of the coalition for action based on the information gathered. Executive summaries should also include any specific briefing book information that supports these recommendations.
5. Organizing feedback to the community. When the reports, summaries, and recommendations have been compiled you need to return them to the community for feedback and adjustments. You can do this either through mailing the executive summaries, convening a special series of feedback meetings, or a combination of both approaches.
6. Recruiting new coalition members and expanding the coalition. During the community assessment process, members of the community planning group and many of the meeting participants will prove to be important new recruits for the coalition. Develop strategies to enlist them in the coalition either through task forces and committees or by asking them to sit on the coalition's board of directors or main planning body.

To summarize, the seven stages of community assessment are:

1. The assessment facilitator trains the members of the community planning team,
2. Hold community meetings throughout the area during a one-week period.
3. Bring feedback from the meetings back to the coalition and the community planning group for analysis.

4. The planning group and the coalition develop recommendations to address each priority.
5. Give feedback to the community at large.
6. Formalize relationships and explore collaborations with community groups.
7. Bring plans and recommendations to an action-planning session, where they are evaluated and possibly implemented. More details on action planning are available in the latter part of this chapter.

Collecting the information and feedback

It's important that you collect the information and get it to the community members with whom you've been working.

Meeting summaries and recommendations

When all of the meetings are finished and the newsprint sheets have been collected, it is time to create summaries of each meeting. Again, you should include these summaries in the feedback reports distributed to the meeting participants.

Designate a group of your coalition members to work with the community planning group on this; don't let the work fall solely on the shoulders of your community partners. The participant responses to the "advice" portion of the agenda may include some concrete recommendations for strategies or programs. These should be summarized under the heading, "Recommendations."

Participant feedback

The reports containing the meeting summaries, briefing-book information, and recommendations must now be shared with participants for feedback and adjustment. This step is critical for closing the circle of community ownership and investment. Mail the reports to participants as quickly as possible after the week of meetings has ended. You can ask for written feedback or convene a series of special meetings to get verbal reactions.

If you have the time and resources, holding one more round of meetings may be the best option. Participants can respond to the assessment **pro-**

cess and to the contents of the reports. For their part, coalition members can meet additional community residents who are potential recruits.

Of course, people may be tired of meetings by this point, so ask your planning group what it considers the most appropriate way to collect feedback.

Tying it all together: action planning

The community assessment process has yielded a wealth of information for your coalition's strategy and program development. In addition, you have most likely created an enormous amount of community investment and recruited a number of new community leaders and members for your coalition's committees, task forces, and other planning bodies,

Now you move to the next and perhaps most exciting phase of your coalition's work: creating action plans for your final program. The section that follows will guide you through the steps of action planning.

Leader's Guide

Following is a leader's guide to implementing community assessment meetings. It should be used by members of the core planning team and other leaders they recruit to facilitate the meetings. The next page is a checklist of tasks for the coalition members to use when implementing an assessment.



Exercise 1

Checklist For Community Mobilization Week

Task	Who	By When
1. <u>Decide on the team</u>		
2. <u>Scheduling/Invitations</u>		
a. <u>Decide on sites, who to invite, and types of meeting</u>		
b. <u>Develop list of invitees</u>		
c. <u>Identify local hosts</u>		
d. <u>Develop letter</u>		
e. <u>Send letters</u>		
f. <u>Make follow-up phone calls</u>		
3. <u>Briefing book for core planning group</u>		
4. <u>Household survey (if used)</u>		
a. <u>Develop questionnaire</u>		
b. <u>Develop sampling plan</u>		
c. <u>Implement</u>		
d. <u>Analyze and report</u>		
5. <u>Executive summaries</u>		
a. <u>Typing and duplication</u>		
b. <u>Mailing</u>		
c. <u>Receiving and compiling feedback</u>		
6. <u>Reception and opening event</u>		
7. <u>Publicity</u>		
a. <u>Newspaper, newsletters</u>		
b. <u>TV</u>		
c. <u>Radio</u>		
8. <u>Report</u>		
a. <u>Coordinating and editing</u>		
b. <u>Writing of outline</u>		
c. <u>Writing of sections</u>		
d. <u>Review</u>		
e. <u>Publishing and distributing</u>		
9. <u>Planning next steps</u>		

Role of the Leader/Facilitator

What is My Role as Leader/Facilitator?

The leader/facilitator conducts the meeting, in which participants respond to planned questions. The meeting should last about an hour and a half.

The leader:

- Recruits 10–15 attendees
- Leads discussion
- Encourages everyone to contribute their views
- Asks the questions on the agenda
- Makes sure everyone observes the agenda and ground rules
- Gives clear instructions
- Remains nonjudgmental

The leader displays the agenda and ground rules in the front of the room so all participants can see them. (You may use the pages included here.) See that people observe the rules and feel comfortable discussing ideas. Encourage everyone to contribute. If some people seem quiet, ask for their input, but do not push.



Suggested Ground Rules for Meetings

- Contribute ideas and participation
- Stay on track and follow the agenda
- Listen and respect others
- Disagree politely without put-downs
- Try to reach consensus
- Begin and end on time

Feel free to add your own ideas to this list.

Bin Topics: Sometimes participants will want to discuss issues that are important to them, even if they do not fit your agenda. Write such topics on a separate sheet **titled “Concerns and Other Topics.”** It is important to collect these and discuss them later if appropriate.

How the Recorder Helps Run the Community Assessment Meeting

The recorder:

- Keeps the **official** record of the meeting
- a Writes down participants’ main comments on a large sheet of paper
- Collects the sign-up sheet of who attended the meeting
- Records the answers to agenda questions
- Keeps the list of the top three priorities and of the two leaders selected by the group





Discussion Guide for Leaders of the Community Assessment Meeting

This guide may help facilitate discussion in your meeting. It offers some questions to help you collect input from the participants and follow the agenda.

I. Introductions (5–10 minutes)

- A. Welcome participants and introduce yourself
- B. Introduce individuals and groups who are involved:
 - 1. Partnership for families and neighborhoods
 - 2. Church, school, or other organizations
- C. Explain the meeting's purpose
 - 1. To conduct a community assessment
 - 2. To identify issues and needs
 - 3. To identify resources and obstacles
 - 4. To mobilize the community
- D. Ask participants to introduce themselves (name, why they are interested, where they live, or other things that will help participants get to know each other)

Ix. Agenda and Ground Rules (5 minutes)

- A. Explain ground rules and display them plainly Include your plans for attendees to:
 - 1. Contribute ideas and participate
 - 2. Stay on track with the agenda
 - 3. Listen and respect others
 - 4. Disagree politely without put-downs
 - 5. Begin and end on time
 - 6. Explain bin topics (items not on agenda that will be listed on newsprint for later discussion)

III. Problems and Issues (15 minutes)

- A. Explain the types of issues you are seeking. Give some examples
- B. Ask the group:
 - 1. What issues do you face in this neighborhood?
 - 2. Can you give examples?
 - 3. Who's affected? Where does it happen? When?
 - 4. Do others experience this?
 - 5. Are there any other important issues?
- C. Listen to each individual; summarize and restate so each item is clear
- D. Ask the recorder to list the issues on newsprint
- E. Prioritize the list:
 - 1. Combine duplicate issues with group's input
 - 2. For each item, ask people to vote on its importance to the neighborhood
 - 3. Record votes next to each issue (recorder can help with counting)
 - 4. Select the top three priority issues

IV. History of Solving these Problems (15 minutes)

- A. Ask the group:
 - 1. When has this community come together to solve these types of problems?
 - 2. Which groups or coalitions are working to address these issues now?
- B. Ask the recorder to list all responses on newsprint
- C. Review the list. Ask if there are any others issues to add. (If there are efforts by single organizations, list them in the next section, "Strengths and Resources")



V. Strengths and Resources (16 minutes)

- A. Discuss the strengths and resources available to help families and neighborhoods solve their shared problems
- B. Ask the recorder to list them on newsprint
- C. Ask the group:
 - 1. What strengths and resources can be used to support a better neighborhood?
 - 2. What are some of the strengths of our community or neighborhood?
 - 3. What resources exist here that can we use to solve these issues?

VI. Barriers and Obstacles (15 minutes)

- A. Discuss what barriers keep the neighborhood or community from solving issues and meeting its needs
- B. Ask the group:
 - 1. What barriers keep us from solving issues?
 - 2. Are there any changes expected that could create an obstacle?
- C. Have the recorder keep a list and then discuss it as a **group**.

VII. Select Two Leaders

- A. Vote to choose two leaders to represent the group to the steering committee.



Community Assessment Meeting Sign-up Sheet

Date of meeting: _____

Location: _____

Name and Address: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10.

Developing Action Plans For Your Community Coalition

You have distilled resident input and created a vision for your community, complete with goals and objectives for your coalition. You have done your outreach, and all of the key sectors of the community are now represented at the table.

It is time to plan your strategies and develop your action plans. The most exciting and rewarding moments of your coalition's work come now, as your ideas are transformed into strategies, programs, and activities, and put into a comprehensive action plan,

What is an action plan?

An action plan has two steps. First, it provides a framework for your coalition to focus on the issues it wants to address and develop strategies and programs to tackle them. Second, action plans record these activities along with specific steps for implementation. These include:

- all tasks necessary for implementing the strategy, activity, or program;
- specific individuals or groups responsible for each task; and
- clear time frames for the task's completion,

The best action plans are done collaboratively, when representatives of all of the major coalition players are on hand to work together. If everyone can't be in the same room, make sure there are ample opportunities for key actors to review the plan and agree to its contents. An action plan with no agreement can end up being an "inaction" plan!

Why are action plans important?

Nothing saps a coalition's momentum faster than a lot of talk with no action. Coming up with ideas is one thing, but developing and implementing concrete strategies is quite another.

When an action plan is in place, both coalition members and the wider community have a mechanism to hold each other accountable for commitments and to monitor the progress of program implementation.

The most exciting and rewarding moments of your coalition's work come now, as your ideas are transformed into strategies, programs, and activities, and put into a comprehensive action plan.

Most important, action plans provide a framework to get things done in a timely way and allow for coalition planners to examine the real nuts and bolts of implementation, ensuring greater success for programs.

Defining your planning issues

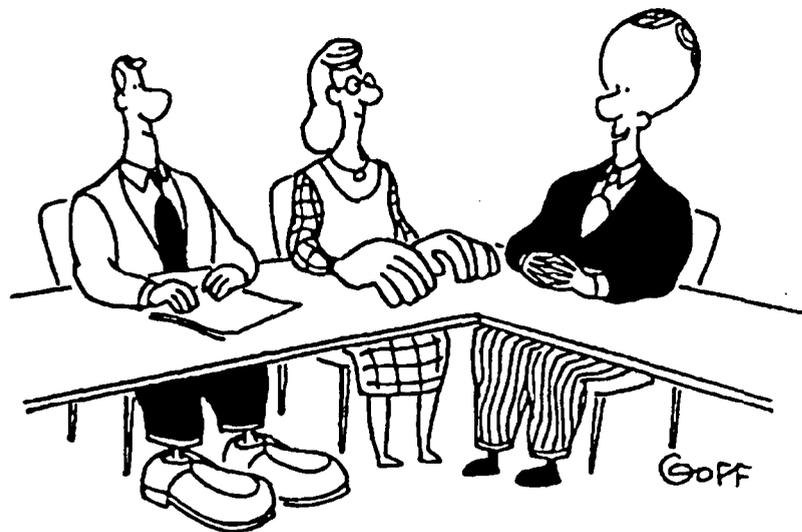
Moving from broad goals and objectives to concrete strategies and programs is a **difficult** but essential step in realizing your ideas. Coalitions can spend too much time getting the big picture of change when they should pay attention to the specifics of how that change will come about. Before you develop your strategies, however, break larger problems down into specific issues.

Problems vs. issues

What are problems?

We spend a lot of time in our planning sessions talking about problems: drug abuse, teen pregnancy, lack of citizen power. But despite overwhelming agreement that we need to tackle these problems, we often have a hard time getting a firm grasp on how to go about it.

That's because such problems often seem too large to address. Talking about problems without breaking them down into approachable parts creates a feeling of defeat before you even begin, Can your coalition re-



"Working together, I feel certain we can accomplish something **big**."

ally end drug abuse? Maybe it can, but only if you begin to break the problem down into the issues that your coalition really wants to confront.

What are issues?

Issues are the aspects of the bigger problem that members really want to address. They lend themselves to concrete strategies, programs, and activities because they are specific. When issues are discussed, they include clear information such as:

- who (populations);
- what (actions, nonactions);
- conditions (locations, amounts); and
- why (impact on individuals and others in the community).

Let's try to break drug abuse down into issues. Issues that your coalition may want to address could include these:

- high-school students at high risk for dropping out, who may be using cocaine or other drugs during and after school;
- drug selling by an organized group of dealers in certain vacant lots or abandoned buildings; and/or
- expectant mothers in the community using alcohol and tobacco during their pregnancies.

Issues vs. problems

Each of these issues clearly lend themselves to different strategies and approaches. The first example may suggest a more school-based approach; the second, law enforcement and youth development; and the third, an effort at better education and outreach. But all of them fall under the heading of drug abuse. By breaking the problem down we have:

- made the problem less overwhelming and more concrete;
- begun to suggest who needs to be involved in tackling the issue; and
- created explicit and measurable issues for the coalition to address.

By taking this step before you begin action planning, you'll avoid lengthy abstract discussions and be ready to get to your real task: creating programs and strategies that will work. Exercise 2 at the end of the chapter helps you take problems and break them down into workable issues.

Talking about problems without breaking them down into approachable parts creates a feeling of defeat before you even begin.

Creating strategies and programs

Now that you have defined the issues around which to focus your plan, you are ready to begin creating the strategies and programs to address them. Unlike “visioning,” in which everyone gets to share their ultimate dreams, a good planning process stays grounded in hard, cold reality.

There are six key questions you need to examine to plan effectively. Each reveals more and more important information for your planning process and moves you closer to having all of the elements you need to create substantial, effective strategies.

You should go through the process outlined below for each issue you are addressing. The best way is to divide your coalition planning group into teams; each team takes on an issue and completes the planning process. The more interested in and informed about the issue team members are, the better the planning process will be.

QUESTION 1: What are the causes?

Begin by examining possible underlying causes of the issue. Remember to stay grounded and specific in your thinking. Some members may believe that poverty and racism are the real causes of many of the issues you are addressing, but don’t stop there. As with problems, you need to break down these “banner headlines” into specifics.

If we return to the substance-abuse example, we might break it out as follows:

Issue: Drug selling

CAUSES:

- bad security in the buildings and lots where dealing is taking place;
- unemployment and a lack of other viable economic options for young people;
- poor response time by police;
- neighborhood residents who have historically tolerated street crime or moved away; and
- a lack of services for drug treatment.

*Remember to
stay grounded
and specific in
your thinking.*

By identifying all possible actors you begin to address an important issue for your planning process: community ownership.

ISSUE: Expectant mothers using alcohol and tobacco

CAUSES:

- lack of information about the effects of alcohol and tobacco use during pregnancy;
- lack of affordable prenatal care in the community;
- local bars as the only places for people to gather socially in the community.
- Identifying possible causes is essential for good planning. No strategy or program is worthwhile if it does not address the causes of the problem it is meant to confront.

QUESTION 2: Who are the actors?

An actor is someone in the community who can play a role in solving the problem. He or she does not have **to** be a formal leader. If your planning team is as diverse as it should be, someone may have valuable ideas about key actors **to** contact. You want to involve as many essential individuals and institutions as you can.

By identifying all possible actors you begin to address an important issue for your planning process: community ownership. Each actor may eventually need to be brought in to your plan to make it work. You will want to include ideas for this in your final action plan.

Actors

With our substance-abuse issues, some key actors would be:

- the young people selling drugs;
- owners of abandoned buildings that are the site of drug sales;
- neighborhood residents;
- the health department's vacant lot cleaning task force;
- the local police captain;
- local businesses and banks; and
- community-based organizations that can offer drug-treatment programs.

Regarding the pregnant women using alcohol and tobacco, the key actors might be:

- the women themselves;
- their mothers or grandmothers;
- bar owners;
- local hospitals and clinics; and
- a parenting program that teaches child development.

Don't forget to include your coalition's staffers, if you have them, as actors who need to be invested in the plan in order for it to be a success.

QUESTION 3: What roles should the actors play?

The individuals and institutions you have listed could play a number of different roles to help. Be as creative as you can while still being realistic.

Ideal roles for dealing with drug selling

ACTOR 1. Owners of abandoned buildings used for drug sales

IDEAL ROLES:

- secure and board up buildings to prevent access;
- develop site or turn it over to community groups; or
- start a crime-watch program.

ACTOR 2. Neighborhood residents

IDEAL ROLES:

- organize a block association to organize for better street lights and law enforcement; and
- set up information network with local police.

Ideal roles for pregnant women using alcohol and tobacco

ACTOR 1. Pregnant women

IDEAL ROLES:

- stop using alcohol and tobacco;
- get better prenatal care.

ACTOR 2. Local hospitals and clinics**IDEAL ROLES:**

- make prenatal information and care available and affordable to all women in the community,

Identifying ideal roles for your actors provides an opportunity to think deeply about what the actor is capable of doing and to be creative about possible new roles and actions. These roles may become key elements of your final strategies.

Remember, don't be exhaustive — every role does not have to be listed. One or two key roles will probably suffice. Too many entries will start to feel overwhelming, so stick to what's important.

QUESTION 4: What are the barriers?

Every good planning process tries to account for the barriers that may eventually impede implementation. Focus on what may stop your actors from fulfilling their roles. By anticipating the walls you have to scale early in the planning process, you ensure two essential things. First, you prevent the walls from stopping your plan's momentum. Nothing strains commitment from members faster than having to stop and reevaluate a plan in midstream due to unforeseen obstacles. Second, this step gives you an opportunity to build “barrier breakers” into your programs. These may include additional resources, training, or staff members.

QUESTION 5: What are the strategies and programs?

Now you are ready to create your strategies and programs. They should consider not only the best way to address the issues but the realities of your actors in terms of their roles and barriers.

This is where you need to bring in all of your members' knowledge, “street **smarts,**” and best creative thinking. Look carefully at your communities and populations, and focus on what you know to be effective.

Let's visit our “action plan in progress” while incorporating the strategies and programs.

Issue or problem: Drug dealing

ACTORS: People or institutions who can help solve the problem

- Owners of abandoned buildings
- Neighborhood residents
- Crime-watch program

IDEAL ROLES: One or two activities each actor could undertake to help solve the problem

- Secure buildings to prevent access
- Develop site (turn over to community group)
- Organize resident/block association
- Set up information network with police

BARRIERS: What might prevent these activities from succeeding

- Absentee owner not interested or can't be found
- Owner receiving money from drug dealers
- Developing site too costly
- Resident fear and apathy

STRATEGIES, PROGRAMS, AND ACTIVITIES: Creative, collaborative ways to address problems and overcome barriers

- Research department of buildings to identify owner's name --- send letter and petition signed by all neighborhood residents
- Identify local community organizations that could develop the site as a **youth** center or other community program
- Target funds for a local organizer to work with residents or with existing neighborhood organizations
- Develop funding for a preventive or treatment program

Issue or problem: Pregnant women who use alcohol and tobacco

ACTORS: People or institutions who can help solve the problem

- Pregnant women themselves
- Local hospital and clinics

IDEAL ROLES: One or two activities each actor could undertake to help solve the problem

- Stop using alcohol and tobacco
- Get better prenatal care
- Make prenatal care and information available and affordable

BARRIERS: What might prevent these activities from succeeding

- Addiction
- Lack of education
- Care not available or affordable, and/or stigma of being pregnant and going to Alcoholics Anonymous (AA)
- Financial constraints (insurance, cost of care)
- Insensitive staff unaware of needs in community

STRATEGIES, PROGRAMS, AND ACTIVITIES: Creative, collaborative ways to address problems and overcome barriers

- Work with local providers to develop AA and other self-help groups for pregnant women
- Work with other hospitals and state agencies to identify additional funding sources

QUESTION 6: What resources do we have or do we need?

Both human and material resources play a key role in planning. “Resources” may mean staff, training, facilities, community involvement, information, or money.

By identifying both the resources you have and those you need, you are doing two important pieces of work. First, you are identifying some what must be built into your action plan in terms of obtaining the resources

you don't have. Second, and more important, you are beginning to prioritize your strategies as either short term or long term. Although resources should not be the only basis for this decision, they are certainly one of the most important,

Checking back to causes

You don't want to continue to the next phase of the planning process without this important step. Here, you may find you need to adjust or rethink your strategies as you check them against the issues' underlying causes.

It's important to ask whether the strategies and programs you have designed address these causes. The answer may not be 100 percent Yes. The important point now is that the members of your team are satisfied with the results so far.

Concluding this phase of planning

Now is the time to check back with each other. If you have been working in separate teams you should come together and compare your work. Look for duplications of strategies and programs, and make sure all coalition members agree before moving on.

It may take some time to review all of your work; that's fine. If anyone feels his or her input **and/or** issues have not been considered, or is opposed to a suggested program, now is the time to negotiate.

Action planning with your coalition

The planning process is now only half finished. It is time to take your program ideas and put them into an action plan for implementation. This may require splitting up into teams again, or it may be done by the coalition members as a whole.

Your **final** action plan will:

- list each strategy and/or program;
- detail the tasks necessary to implement these strategies;
- assign responsibility for each task to an individual or organization; and

Do not assign a task unless **the responsibility** has been accepted in advance.

- establish the time frame in which each task is to be accomplished.

Identifying tasks

Each strategy, program, or activity must be broken down into concrete tasks to ensure the most effective implementation. Tasks are usually divided into three categories:

Outreach

Outreach tasks may include reaching out to key actors who have been identified but may not have been involved with the coalition to date, organizing public meetings or other events, and media outreach.

Resource gathering

Resource-gathering tasks may include researching funding sources, looking for physical facilities, hiring additional staff, or finding **the** people needed for a door-to-door survey.

Program

Program tasks include training, program implementation, evaluation, and staff development. Each task should be listed on your action plan under the heading of a strategy or program.

Assigning responsibility

Designate an individual or organization to carry out each task. Do not assign a task unless the responsibility has been accepted in advance. This can create a host of negative feelings and significant disinvestment. If you are thinking, “It won’t be a problem, I’ll just tell her at the next meeting,” you may want to check first anyway. You can save yourself a lot of heartache.

Establishing time frames

You must assign each task a time frame or date for completion. Exercise 4 on page **181** provides an action-plan outline. Remember to be realistic. If you are anxious to initiate a program, it won’t be finished any sooner if you set unrealistic dates for initiation or completion. You will probably have disappointed people who were given unrealistic expectations, however. Avoid this if you can.

Allow the time necessary for each task to be done well, It will make the program stronger and create more faith in the coalition.

Sample Agenda for an Action-Planning Meeting

Instructions: You'll probably get the best results for action planning from a meeting in which the facilitator guides the group through the prescribed steps.

A few tips:

- Build breaks of 10-20 minutes into the agenda.
- Establish clear time frames for the whole meeting and for each item on the agenda.
- Don't limit discussion too much. People need to feel that their ideas and insights have been included and heard.

Action-planning meeting agenda

1. Welcome and introductions
2. Overview of the action planning framework
3. Identification of problems and issues
4. Action-planning teams: Developing strategies and programs
5. Team reports: What has been developed and adjustments when needed
6. Establishing the final action plan: Tasks, assignments, and time frames
7. Getting agreement on the plan



Exercise 3

Problem-Solving Worksheet

Issue/Problem: _____

List the following under each topic:

- **ACTORS:** People or institutions who can help solve the problem
- **IDEAL ROLES:** One or two activities each actor could undertake to help solve the problem
- **BARRIERS:** What might prevent these activities from succeeding
- **STRATEGIES, PROGRAMS, AND ACTIVITIES:** Creative, collaborative ways to address problems and overcome barriers
- **RESOURCES:** What is needed to effectively implement strategies

NOTE: H = have, N = need

Actors	Ideal roles	Barriers	Strategies/programs/activities	Resources



Exercise 4

Action Plan			
Strategy: _____			
Actions to be taken (tasks)	By whom	By when	I/We need

KEY LEARNINGS

Community assessments

- ◆ Community assessment is a mobilizing process of meetings, planning, and information sharing by which your coalition can develop community ownership, gain information about needs and resources, identify opportunities and barriers, and begin to mobilize key sectors of the community to take action,
- ◆ A core planning group of community leaders administers the community assessment process, including making decisions about what sectors of the community to target, facilitating action-planning meetings, and collecting data to deliver back to the community.
- ◆ Community meetings are the heart of the assessment, and should be attended by representatives from all sectors. The agenda gives participants an opportunity to discuss problems and issues, history, strengths and resources, and barriers, as well as to give the coalition advice about future directions.
- ◆ The community assessments process yields a wealth of information for your coalition to use in its strategies and planning; it also creates community investment and recruits new community leaders to be members of your coalition's committees, task forces, and planning bodies.

Strategic action planning

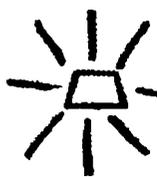
- ◆ Action plans should provide a framework for the coalition to focus on the issues it wants to address, and a guide for implementation.
- ◆ Break problems down into specific issues. These are the pieces of the bigger problem that lend themselves to concrete strategies, programs, and activities.

- ◆ When developing strategies and programs, you must answer six key questions: What are the issue's causes? Who are the actors? What roles should they play? What are the barriers? What are the programs and strategies? What resources are available or needed?
- ◆ The final phase of the action plan includes specific tasks, responsibility for each, and established time frames for initiation and completion. There are three categories of tasks: outreach, resource gathering, and program tasks. This last step creates an accountability system within the coalition, and between the coalition and the community, as well as a framework to get things done in a timely, efficient, and effective way.



Notes





Conclusion: Making Change That Lasts

What does it take to sustain the health and well-being of our communities? How can our initiatives and coalitions maximize long-term benefit? How will our efforts improve the quality of life more than the strategies of the past did?

The way your community responds to these questions throughout its collaborative process will profoundly affect how well it leverages its resources and how great a return it can expect on investment in them over the years. Ensuring that your efforts last may be the most important step in the process described in this manual,

There is precious little research on the long-term sustainability of community-based coalitions. Most of the documentation that does exist is anecdotal and drawn from the results of single initiatives. Nonetheless, we can draw from the current experience of communities across the nation and around the world and learn the lessons of their collaborative efforts. Many of these were mentioned in this module; many more may be in your neighboring communities. These observations open a valuable dialogue on what creates lasting change in community betterment and quality of life.

What Is Sustainability?

To sustain, according to **WEBSTER'S NEW WORLD DICTIONARY**, means "to keep in existence, to maintain and endure,"

To environmental educator **DAN CHIRAS**, sustainability implies "nurturance and care and longevity."

For **ROBERT GILMAN OF THE CONTEXT INSTITUTE**, "Sustainability is equity over time. As a value, it refers to giving equal weight in your decisions to the future as well as the present."

Although our primary interest here is sustaining effective community-based initiatives and coalitions, the "sustainable development" movement provides an instructive metaphor. Sustainable development, as defined by

Many of the same capacities and practices mentioned throughout this manual to build an initiative are identical to those required to sustain it.

the WORLD COMMISSION ON **ENVIRONMENT AND DEVELOPMENT**, “meets the needs of the present without compromising the ability of future generations to meet their needs.” Improvements or advancements in human well-being that meet this criterion can be maintained indefinitely.

The premises of sustainable development have two parallels with a healthier communities mission:

1. **The context, or “how.”** Promoting healthier communities is a process, not a result. Healthy communities clearly have tangible outcomes, but the maintenance of a healthy community is an on-going process. To be effective over the long term at promoting and sustaining a healthy community, leaders must develop their local process and community initiatives in a manner that allows them to thrive and regenerate over the long term.

Sustainability is therefore significantly affected by how we lead, how we work to cultivate new leaders, how we structure incentives, how we develop our resource base, how we structure our governance, and how we keep the spirit alive by creating results and communicating them effectively.

2. **The content, or “what.”** We cannot truly have a healthier community if it is not sustainable. The two depend on and reinforce each other. A community that does not practice sustainable development — that consumes resources faster than it regenerates them or despoils its physical environment or productive capacities — is clearly not sustainable.

Strategies for Sustainability

Many of the same capacities and practices mentioned throughout this manual to build an initiative are identical to those required to sustain it. Our approach, then, must encompass both immediate and long-term strategies to improve the quality of life in our communities.

Immediate strategies involve identifying, stimulating, showcasing, and supporting existing efforts. There is no need to wait for implementation of projects or strategies that can be undertaken promptly by organizations, **groups**, and coalitions. There is much that business, labor, schools, religious organizations, the media, health care providers, and others can

do — and are doing — in the course of their regular activity, to improve community well-being.

The local health initiative can serve as a resource for those efforts and provide a larger context for their activity. There is tremendous value in generating tangible results early in your initiative and celebrating their impact. Even if limited in scope, they can help develop a sense of accomplishment and build momentum.

Long-term strategies mean engaging in multisectoral actions based on the long view. We must look beyond our goal of, say, a safe playground in the school yard to some pressing necessities in our community: fundamental systems change, policy innovations, and strategic long-term investments. Many existing programs have not adequately addressed the complex issues facing the individual, family, and neighborhood in our nation. Any lasting approach must be holistic — linking human, environmental, economic, physical, and design factors to build healthy and sustainable communities. Communities need to address factors such as how human potential is developed, how services are delivered, how information is shared, how local governments operate, and how business is conducted. These are more than “**projects**”; they are long-term commitments.

Ten Maxims

What approaches can your community use to realize these long-term, complex goals? Here are ten maxims, all of which appear in one form or another throughout this manual, to guide your actions toward sustainability and help your community achieve its desired long-term results.

1. To have a future, you need a vision.

To effect lasting systems change, healthy communities base priorities on a set of shared values and on a clear, compelling vision of an ideal future. Peter Senge (1990), said, “A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people’s hearts, a force of impressive power.” Such a force, when translated into a clearly articulated statement of the ideal future, has historically served communities as a guide to the future far beyond the temporal nature of most strategies and plans.

The question here is this: What is the particular relevance of vision building for the long-term endurance of a healthy community? Consider some of the ways a shared vision contributes to sustainability:

- It paves the way for a prioritized action plan. A vision is not a plan, but a shared vision leads to a plan and implementation strategy that is “owned” by the whole community — one that therefore tends to be self-implementing,
- It supports the development of long-term, leveraged initiatives rather than short-term fixes and symptom oriented “band-aid” projects. An orientation toward **fixing** immediate problems does not tend to produce systems change; however, the commitment to the future that a deep, shared vision engenders often does.
- It allows the community to explore the long term creatively. Because visions tend to look at a period **15-25** years in the future, they span the shorter time frames of organizational budget periods, many federal programs, and political cycles. Communities can use this vantage point to guide plans for long-term sustainability rather than solely for meeting immediate needs.

If a vision is **to** work its magic for the long term, if it is to be powerful enough to actually create and sustain the future it images, it must meet certain criteria. Some of these that are especially applicable to sustainability are outlined here by Michael Doyle, a process management consultant:

- Deep vision takes time and resources, Any vision worth its salt will take 5 to 10 years **to** implement.
- A shallow vision or a vision not owned and committed to is no vision at all.
- A **“little** vision” is an oxymoron, A vision by its nature is expansive. It needs room to grow — to be a visual, integrated whole.
- Visions are dynamically incomplete, They are like Swiss cheese. This allows people to creatively fill in the holes with details as the organization journeys to the future together.



2. Many roads lead to sustainability.

There is no one right way to proceed; each community has to find its own. Sustaining a collaborative effort has parallels to sustaining any other organization — something that, according to Massachusetts coalition builder Tom Wolff, “relies upon the capacity to be flexible and adaptive to changing environments and changing times.”

Scores of models and case studies from around the world highlight what has worked elsewhere. A variety of tools have proved effective for everything from leadership development to consensus-based decision making, from coalition building to community assessment. All of these can be useful assets and resources to a community. Nevertheless, there is no substitute for a local articulation of purpose and mission. What works is always defined by the local context.

... there is no substitute for a local articulation of purpose and mission.

3. Fragmentation threatens long-term effectiveness.

Most communities have numerous collaboratives simultaneously working to improve performance on various issues. Unfortunately, these initiatives are often not effectively linked, threatening their long-term effectiveness. Turf and a perceived need to compete for resources slow progress and waste those resources. What many communities need is collaboration between collaboratives.

Instead of fragmented and disconnected planning and problem-solving efforts, healthy communities have forums or processes through which they share information, identify priorities, and use resources in a manner conducive to realizing overall community goals and potential. Sustaining your efforts is in part a function of the relationships built between various community coalitions and collaboratives.

4. There's more than one way to define community.

To remain relevant over time, leaders need to be able to work with multiple definitions of community. There are geographic, professional, socio-economic, and cultural communities. Most of us belong to several of these. From the geographic perspective, a service area, city, county, or other political jurisdiction is not always the unit of problem-solving that makes sense given the issues at hand.

Empowered, fruitful, healthy communities are areas often developed simultaneously at the regional and neighborhood levels. This open definition liberates communities to recognize their natural features, assets, and interdependencies, and to be of value to citizens on multiple issues addressed at multiple levels.

5. Longevity depends on measurements.

To plan for sustainability, communities need to know their current performance on priority issues and to track the results of their efforts over time. They should create baselines and benchmark goals, and measure progress toward meeting them. They need to do this in a manner that allows the information to be shared with the whole community.

To improve the well-being of your own community, you need to have indicators of performance on such issues as education, air and water quality, population density, design, the economy, and green space, as well as traditional health measures. By assessing such quality-of-life indicators and charting their progress over the years, communities give themselves the advantage not only of defining their target but of recognizing it when they achieve it.

6. To be upset about what you don't have is to waste what you've got.

To get past the grant-based and cash-infusion-oriented nature of many community initiatives, healthy community efforts need to build an asset-based approach rather than a deficit or needs-based approach. What is working? What resources are in place now? How can we build on existing assets rather than duplicate efforts or reinvent the wheel?

Building community assets and capacity involves investing in a community's civic infrastructure or social capital. How can we improve communication and information sharing, or intersectoral and intergroup relations? What would it mean to build our civic culture and pride? How do we nurture emergent leaders and develop neutral forums for dialogue? Healthy communities rest on these issues. Most communities know what needs to be done; the bigger question is how.

7. The right incentives will keep a community on track.

Communities that are successful in improving their quality of life over the long run will develop incentives that reward a sustained high health status. Our traditional incentives do not stack up well against this standard. Consider the current cost of poor health and low quality of life. As citizens, we invest \$1 trillion in medical-care services — a component of our nation's Gross Domestic Product (GDP) rising faster than any other. This cost is clearly an impediment to the provision of appropriate care for all Americans.

If we look at health broadly and include such issues as the cost of crime and violence, the picture is equally bleak. Studies such as that done by **Business Week** in November 1993 tally the annual cost of crime and related criminal-justice expenditures at \$425 billion. Not only does this downstream investment reflect a moral crisis in a nation at risk, it saps our productivity and global competitiveness.

So how do we develop incentives to keep people out of our hospitals and criminal-justice system in the first place?

A current goal in many collaborative efforts is maximizing overall health while containing costs. To realize this goal, our communities, states, and the nation will need to design and realign incentives that affect the allocation and use of health resources. For example, Crozer-Keystone, a company in Media, Pennsylvania, is linking a portion of executive pay to improvement in community health status.

From the perspective of health-care organizations, the emerging **capitated**, shared-risk reform strategies clearly present a bottom-line incentive to improve community health status. “After a few rounds of managed care with cost and quality competition,” predicts futurist Leland **Kaiser**, “building a healthier community will be the only competition left.”

From the community perspective, declining federal, state, and philanthropic dollars invested in community-related efforts also provide an incentive to capitalize on underutilized assets by using our existing resources more effectively.

Communities that are successful in improving their quality of life over the long run will develop incentives that reward a sustained high health status.

8. There is no substitute for broad-based community involvement.

Anything less will sabotage the staying power of any community effort. While the call for shared responsibility is nothing new, actually **engaging** and sustaining the participation of the full community in all its diversity requires constant effort. If we are to effect lasting change with a focus on the total community — social, economic, geographic, and political — individual citizens as well as the business, nonprofit, and governmental sectors need to work cooperatively to identify issues and find solutions to them.

Sound communities build their initiatives on a commitment to collaboration and to reaching consensus whenever possible. With oppositional negotiating strategies and voting there is always a loser. In many communities a traditional, majority-rule decision-making approach has left many dissatisfied with strategies and positioned to block action,

In contrast, in a collaborative process, leaders are encouraged to be broadly inclusive and to find common ground on issues. This approach allows more people to feel a sense of ownership and helps to break down barriers of mistrust. This translates to shared responsibility for implementation.

For many communities this is a new approach to decision making, and practice is needed. Multisectoral collaboration becomes not only a method in the healthy community process, but a capacity to be diffused to other workplace and community settings,

9. Change takes time and patience.

This is perhaps the most important key to sustainability. Change is incremental and occurs over time. Some call for a transformation of leadership. Others want to rebuild our families and social fabric. We all want to heal our sick and disaffected populations. We seek to create a sustainable balance between economic development and preserving the health of our environment. We want to learn to respect each other in our diversity and yet find ways to work effectively together,

To create a vision of a safe community in which the needs of all members are met may take only a day; to realize it, on the other hand, may take a generation. Healthy communities celebrate, have fun, and pay attention to the beauty life offers along the way. This process lasts a lifetime.

10. Leadership is the key.

To bring about these preconditions to sustainability we will require effective leadership. Perhaps the ultimate determining factor in community-based efforts is the capacity and skill with which leaders engage the community in developing a common vision, shared ownership, and sense of responsibility for the well-being of the community and its residents.

As a stakeholder who strives for change to improve the quality of life for all your community's members, you are that leader. It is incumbent upon you to be the catalyst for change in your community, and essential that you consider the factors that will make that change last,

The materials in this manual are only part of what you need to harness the power of your community. The rest is the initiative that must come from you and from your neighbors, families, and friends. Begin today. Develop your community's capacity to sustain the initiatives it believes in.

Acknowledgments

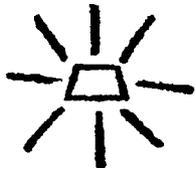
Conclusion written by:

Tyler Norris, President, Tyler Norris Associates

Contributing author:

Anne Cassidy, The Healthcare Forum





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Phone: (612) 895-4465 Fax:(612) 895-4404

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MacArthur Foundation Collaboration Project, 140 South Dearborn Street, Chicago, Illinois 60603

Institute for Alternative Futures, 100 North Pitt Street, Suite 235, Alexandria, VA (703) 684-5880

Case Studies:

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Phone: (312) 921-2955 Fax (312) 921-2465
2. **Healthy Valley 2000**, William C. Powanda, V.P., Support Services, Griffin Health Services Corp., 130, Division Street, Derby, CT 06418
Phone: (203) 732-7515 Fax (203) 732-7448
3. **Partnership8 for Tomorrow:** Greg Konat, City Manager, City of Burnsville, 100 Civic Center Parkway, Burnsville, MN 55337-3817
Phone: (612) 895-4465 Fax:(612) 8954404
4. **Quality of Life in the Truckee Meadows**, Lynn S. Atcheson,V.P., Marketing Communications, Washoe Health System, 77 Pingle Way, Reno, NV 89520-0109
Phone: (702) 328-5722 Fax: (702) 328-4666
5. **Westside Health Authority**, Jacqueline Reed, Executive Director, Westside Health Authority, 5437 W. Division, Chicago, IL 60651
Phone: (312) 378-0233 Fax:(312) 378-5035
6. **Citywide Improvement and Planning Agency**, William H. Mackey, Director, City Wide Improvement and Planning Agency, 800 West Girard Ave., Philadelphia, PA 19122
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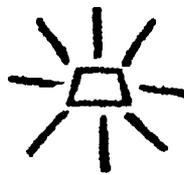
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Resources

The following resources are provided as additional sources of information.

Coalition Building

It seems that every time a new coalition gets started, we begin the process of re-inventing the wheel. It has been very difficult for those in communities across the country to put their fingers on well-written, useful materials that can help them and their coalition members. In working with numerous coalitions across the country, Tom Wolff, has been able to narrow the materials he recommends to a few brief, affordable, and readable handbooks that can be extremely helpful for coalitions.

- **Community Development, Community Participation and Substance Abuse Prevention, by David Chavis and Paul Florin**

This **25-page** pamphlet, developed for the Prevention Office of Drug Abuse Services in San Jose, California, helps lay out the theoretical understanding behind community development and community participation as they relate to substance abuse prevention. Chavis and Florin define the key concepts regarding community development, and then indicate the key reasons why the community development approach to substance abuse can be especially helpful. Basing their writings on the latest research and literature, these two short papers provide a key rationale and set of definitions for those developing substance abuse prevention coalitions. This is a must read for substance abuse coalitions. Community Development, Community participation and Substance Abuse Prevention (\$5.00 p.p.d.) is available from the Bureau of Drug Abuse Services, 645 South Bascom Ave., Building H-10, San Jose, CA, 95128. Published in **May** of 1990.

- **The Community Collaboration Manual, by The National Assembly of National Voluntary Health and Social Welfare Organizations**

This **76-page** manual is extremely well written, very clear with many helpful tables and figures. It leads the reader through the process of collaboration, defining collaboration, talking about start-up, building the collaboration, maintaining the momentum, youth involvement, business involvement, and the role of the media. An example of this manual's helpful tips include their seven keys to successful collaboration: shared vision, skilled leadership, process orientation, cultural diversity, membership-driven agenda, multiple sectors, and accountability. Although somewhat more expensive (\$12.95), it is packed with good ideas and good models. It is extremely helpful. To order a copy, make check payable to "The National Assembly," and write to Collaboration Manual, The National Assembly, 1319 F Street NW, Suite 601, Washington, DC 20004. Published in 1991.

■ **Coalition Building: One Path to Empowered Communities, by Thomas Wolff, Ph.D.**

This **37-page** paper, written by Tom Wolff, is based on eight years of coalition-building experience in Massachusetts. It highlights characteristics of dysfunctional helping systems (**fragmentation, duplication** of effort, competition, multi-cultural insensitivity, etc.), characteristics of competent helping systems (coordination, cooperation, cultural relevance, etc.) and the coalition-building strategies needed to move towards greater competence. The paper lays the groundwork for the purpose and direction of coalition building. The author defines healthy and competent communities as the ultimate goals of coalition building and community development activities. Case studies, drawn from the author's direct experiences, give examples of how coalitions can succeed. Available for \$10.00 from Community Partners, 24 South Prospect Street, Amherst, MA 01002. 1991.

■ **Communities Working Collaboratively for a Change, by Arthur Turovh Himmelman (July, 1992 Edition)**

Himmelman does an outstanding job of defining collaboration and distinguishing it from networking, coordination and cooperation. He describes two kinds of multi-sectoral collaboration-collaborative betterment and collaborative empowerment-and articulates both in a very helpful model. He then goes on to lay out his own model for collaborative empowerment, Excellent, thought-provoking paper from a citizen-participation-government perspective. Cost for this monograph is \$10.00 **p.pd**. To order, please contact: The Himmelman Consulting Group, 1406 West Lake Street, Suite 209, Minneapolis, ☎ 55408.

■ **Resources from The Work Group on Health Promotion and Community Development, by Steve Fawcett, Adrienne Paine-Andrews, Vince Francisco**

The Work Group on Health Promotion and Community Development is producing some of the best materials for coalition building in the country, including:

Preventing Substance Abuse: An Action Planning Guide for Community-Based Initiatives and Preventing Adolescent Pregnancy: An Action Planning Guide for Community-Based Initiatives,

These are excellent step-by-step guides that take a coalition through the planning stages including identifying community changes in each sector of the community. Superb manuals, \$12 each, **p.pd**. Evaluation Handbook: Evaluating and Supporting Initiatives for Community Health and Development, This manual begins with an overview of The Work Group's system for successfully evaluating community health initiatives, including coalitions. Each measurement instrument, its form and instructions, are explained and sampled, and sample data is given in a presentation form (graphs or summary reports). Blank forms are included. \$25, **p.pd** Write to: The Work Group, University of Kansas, 4001 Dole Building, Lawrence, KS 66045.

- **What Makes It Work: A Review of Research Literature on Factors Influencing Successful Collaboration, August, 1992, 63 pages.**

This is a very thorough literature review on coalition building and collaboration done by the Wilder Research Center in St. Paul, Minnesota. It is the only complete literature review we have seen, and at least updates what has been written about coalitions until August of 1992. Rather than reinvent the wheel, start with this publication and catch up on recent publications since much has been published in the last two years. \$11.95

Also from the Wilder Research Center, *Collaboration Workbook: Creating, Sustaining and Enjoying the Journey* 1993. Write to: Publications Center, Amherst H. Wilder Foundation, 919 Lafond Avenue, St. Paul, MN 55104 or phone: 1-800-274-6024.

- **Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, by John Kretzman and John McKnight.**

John McKnight's writing has been an inspiration to coalition builders and community developers for many years. This newest addition to the McKnight library is outstanding. Up to this point, McKnight has been an insightful critic of what is wrong with the health and human service system. In *Building Communities From the Inside Out*, Kretzman and McKnight lay out a clear, step-by-step process for doing asset assessment to increase individual capacities and to release the power of local associations and organizations. They go on to describe how to capture local institutions for community building, and break that down by parks, schools, libraries, community colleges, hospitals, etc. Finally, the remainder of the book focuses on rebuilding a community economy. While you're at it, check out the rest of the publications out of The Center for Urban Affairs and Policy Research, including: *Mapping Community Capacity*, an earlier version of *Building Communities From the Inside Out*. Available by writing to: Center for Urban Affairs and Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208-4100. Phone: (708) 491-8712. Fax: (708) 491-9916. \$12.00 p.p.d.

- **Partnerships for Community Development, by Sally Habana Hafner and Horace Reed.**

This excellent publication out of the Center for Organizational and Community Development of the University of Massachusetts-Amherst (an organization that followed the Citizen Involvement Training Project, whose publications were also excellent) provides a wonderful overview of partnership behavior and partnerships in general. They distinguish carefully various types of partnerships, including: networks, coordination and collaboration. Especially helpful in this book are the many exercises for groups to use as they go through the text. It is available from the Center for Organizational and Community Development, 377 Hills South, University of Massachusetts, Amherst, MA 01003, \$15.00 plus \$2.50 shipping (Bulk discount available).

- **Organizing for Social Change**, by Kim Bobo, Jackie Kendall, Steve Max,

This is a manual for activists in the 1990's and comes out of the Midwest Academy, one of the most prestigious organizing training centers in the country. This is focused less on coalition building, and more on direct action, organizing, organizing skills and the steps involved in becoming a good organizer. Well written, clear and especially helpful manual. Seven Locks Press, P.O. Box 27, Cabin John, MD 20818. \$19.95 plus \$2 shipping.

- **Solving Community Problems by Consensus; Facing Racial and Cultural Conflict; and Involving Citizens In Community Decision Making**

These are three excellent manuals, all developed by a remarkable man with a remarkable organization-Bill Potachuck and the Program for Community Problem Solving in Washington, D.C. They have been developing materials and programs to help communities solve problems for many years. These are excellent and usable manuals and in addition to the above titles, there are three volumes of case studies, featuring successful community problem solving, the national directory of problem solving consultants, and a bibliography on building communities. Each of these is attractively designed and well-organized with no-nonsense advice and detailed resource lists. For a complete description of materials and prices, contact: The Program For Community Problem Solving, 915 15th Street, NW, 6th Floor, Washington, D.C. 20005. Phone: (202) 783-2961.

- **From the Ground Up! A Workbook for Coalition Building & Community Development**, Tom Wolff and Gillian Kaye, Editors

This 200t page workbook covers all the basics -how to run a meeting and develop an action plan, what to do about evaluation — plus some of the more advanced issues — multiculturalism, is this really empowerment — coalition building. Clear jargon-free language enhance the readers understanding of the concepts while worksheets make concepts concrete. A must for any coalition builder. \$30 p.pd. Write to AHEC/Community Partners, 24 South Prospect Street, Amherst, MA 01002.

Other resources:

- **Building Coalitions: The Ohio Center for Action on Coalition Development.** Ohio State University Extension, Ohio State University, Room 203 Ag. Admin., 2120 Fyffe Road, Columbus, OH 43210-1084. Phone: (614) 292-2533.
- **Developing Effective Coalitions: An Eight-Step Guide**, Contra Costa County Health Services Department Prevention Program, 75 Santa Barbara Road, Pleasant Hill, CA 94523. Phone: (510) 646-6511.

Evaluation resources:

- **AHEC/Community Partners**, 24 Prospect Street, Amherst, MA 01002. Phone: (413) 253-4283.
- **Work Group on Health Promotion and Community Development**, 4086 Dole Center, University of Kansas, Lawrence, KS 66045. Vincent Francisco is a veteran member of the Work Group.

Community Assessment

The primary goal of many community health initiatives is to improve the health and quality of life of the citizens of a community. Improvement implies movement from one point to another in a positive direction. Recognizing this movement requires the development of ongoing monitoring of a community health profile. This profile contains a set of key community health indicators that assist in setting priorities and documenting the success or relative success of a given project. Trends, both positive and negative, can be detected and tracked, helping to fine-tune community priorities and allowing appropriate action to be taken. Given time and resource constraints, your community will need to select the most relevant, useful and accurate measures relating to priority indicators. While there are few absolute standards for indicator selection, following certain guidelines will assist in developing the most effective community profile. There are a number of models that communities have used to create community health profiles. The following are examples of assessment models used by communities across the nation:

- **Assessment Protocol for Excellence in Public Health (APEXPH)**

APEXPH is a self-assessment process for use by local health departments to assist them in better meeting the public health needs of their communities. The process is presented in the form of a workbook and enables local health departments to:

- assess and improve their organizational capacity;
- assess the health status of their communities;
- actively involve their communities in improving public health.

For more information and to purchase the workbooks, please contact: APEXPH Manager, NACHO, 440 First Street NW, Suite 500, Washington, DC 20001. Phone: (202) 783-5550.

- **Campbell Community Survey**

This survey measures how people feel about the community in which they live, and includes the community aspects of: educational programs, environmental protection, **healthcare** services, housing, safety, serenity, freedom from drugs, general optimism, as well as others. Produced to assist communities in identifying strengths and weaknesses, this survey targets those areas of highest concern to community members.

For more information and to purchase the source, please contact: Brenda Bemia, Center for Creative Leadership, P.O. Box 1559, Colorado Springs, CO 80901. Phone: (719)1633-3891.

■ **Central Oklahoma 2020's Select Community Indicators**

“Central Oklahoma 2020 is a regional, community-based strategic planning process for the four counties and more than 20 municipalities in the Oklahoma City area,.. Arthur L. Sargent, Executive Director of the Central Oklahoma Community Council, took on the project’s primary task of developing a set of quality-of-life indicators for the region, The result, the Central Oklahoma **2020—Select** Community Indicators, has become the basis for a series of public presentations and dialogues, and in the future will serve as a standard against which to measure outcomes from community initiatives over the years.”

For more information, please contact: Arthur L. Sargent, Executive Director, Community Council of Central Oklahoma, P.O. Box 675, Oklahoma City, **OK73101-0675**. Phone: **(405) 272-0049**. FAX: **(405) 272-0020**.

■ **Claritas NPDC**

With “Update!,” Claritas NPDC presents current year estimates and five-year projections of demographic data at the community level. Along with Donnelley Marketing Information Services, Claritas offers statistical data in socioeconomic areas, much like the U.S. Decennial Census, but on a more timely basis.

For more information, please contact: Marketing Department, Claritas NPDC, P.O. Box 610, Ithaca, NY 14851-0610. Phone: 1-800-234-5973.

■ **Colorado Healthy Communities Initiative**

“The Colorado Healthy Communities Initiative is a five year effort to establish community-based approaches to address health issues in Colorado. Over the course of the Colorado Healthy Communities Initiative, there are three program cycles each of which is three years long. up to thirty communities will be involved over the five year initiative. The Colorado Healthy Communities Initiative is a project of The Colorado Trust and is managed by the National Civic League.

For information, please contact Maro Zagoras, National Civic League, 1445 Market Street, Suite 300, Denver, CO 80202-1728. Phone: **(303) 571-4343**. FAX **(303)571-4404**

■ **Community Assessment of Human Needs (CHAN)**

The Community Assessment of Human Needs (**CHAN**) is a systematic approach to identifying and understanding the unmet human needs of populations at risk within the defined community of healthcare providers. The guide is a comprehensive source of information which has been designed to be a flexible tool to provide guidelines and technical assistance. The assess-

ment contains four phases: 1) community characteristics, 2) human service providers, 3) community leaders, and 4) populations at risk. Phase 1 is designed as a quantitative methodology for identifying the populations at risk and where in the community of health care providers these populations are most likely located. Phases 2-4 are interactive phases designed with a three fold purpose; they provide an opportunity to validate the data in phase 1 by speaking with people directly informed, they provide vehicles for gathering information (i.e.: interview provider, community leaders and persons at risk) and they create an opportunity to network by identifying needs and discovering new and creative ways to address those needs.

For more information, please contact: Mercy Health Services, 34605 Twelve Mile Road, Farmington Hills, MI 48331. Phone: (313) 489-6000.

■ **Community Health Assessment: A Process for Positive Change**

A working document at the Voluntary Hospitals of America (VHA), this report represents the work of various organizations that came together to consider a collaborative project given the impetus of each of their community benefit initiatives. Included are sections of data collection and evaluation, health assessment and the accountability imperative, the community health assessment process, and key management challenges. Document in progress.

■ **Community Services Workstation**

A partnership initiative of Howard University School of Social Work and The Health and Human Services Coalition of the District of Columbia, Rice University and Baylor College of Medicine, Marco International, United Seniors Health Cooperative, and Bell Atlantic Corporation, the Community Services Workstation seeks to build an “infrastructure for the coordination of health and human services for families and children.” Included in this project is a computerized, integrated workstation that resulted from the development of client profiles, needs assessments and service eligibility, services brokering and evaluation support tools.

For more information, please contact: Jim **Craigen** or Joe Eaglin, Howard University School of Social Work, 601 Howard Place NW, Washington, DC 20059. Phone: (202) 806-4722.

■ **Community Vitality Index (Gallop, Inc.)**

The Community Vitality Index measures a community’s quality of life through identifying main themes of different communities. The poll responsible for this index was conducted in 14 communities where Gallop has an office. The major categories covered in the 60 questions include: leadership, stress/personal health, equity/fairness, diversity, economic/environmental growth, community spirit, personal support systems.

For more information, please contact: Gallop, Inc., 301 S. 68th St., Lincoln, NE 68505. Phone: 1-800-288-8592.

- **Crozer-Keystone Health System**

Delaware County, Pennsylvania completed an exhaustive community health status assessment under the sponsorship of Crozer-Keystone, and developed with the assistance of the county government, the state health department, the county medical society, health care providers and leading local and national healthcare academicians. "This assessment identifies needs and sets priorities for future action. It also establishes very detailed baseline indicators from which to measure **progress.**" A remarkable resource, Crozer-Keystone learned invaluable lessons from designing this community-specific tool.

For more information, please contact: Gregory **W.** Hunt, Vice President, Marketing, Crozer-Keystone Health System, Rose Tree Corporate Center II, 1400 N. Providence Rd., Suite 4010, Media, PA 19063-2049. Phone: **(215)** 892-9021. **FAX: (215) 892-8030.**

- **Donnelley Marketing Information Services**

Donnelley Marketing, a company of Dunn and Bradstreet, collects and makes available marketing statistics and information on Standard Metropolitan Statistical Areas in the U.S. **Their** information includes block-level statistics on financial data, retail trade, construction, household mobility and income, population by age, occupied housing by family-type, length of residence, etc. **While** not directed at primary health indicators, Donnelley does provide exhaustive information on the social and economic health indicators of communities.

For more information, please contact: Demographics on Call Department, Donnelley Marketing Information Services, 70 **Seaview** Ave., Stamford, CT 06902. Phone: 1-800-866-2255.

- **Health Indicator Workbook: A Tool for Health Communities, first edition**

This workbook is designed to help communities determine and measure factors which impact individual and community health, including socio-economic status, social support, and clean and safe physical environments. Designed to help the community develop its own "measures of a healthy community," this source uses both population and community indicators.

For more information, please contact: The **Office** of Health Promotion, British Columbia Ministry of Health and Ministry Responsible for Seniors, 1520 Blanchard Street, First Floor, Victoria, BC **V8W 3C8**, Canada. Phone: **(604)** 356-7439.

- **Health & Welfare Canada, Community Action Pack**

Produced by Health and Welfare Canada, this pack offers a multi-media resource for grass-roots healthy communities initiatives. Included are guides **for assessing your community needs, creating community vision and collaboration, developing and assessing your program, managing all aspects**

(processes, personnel, budget) of your program, and evaluating the healthy community program you develop.

For more information and to purchase the pack, please contact: Health and Welfare Canada, Community Programs Group, 643 Queens Street East, Toronto, Ontario, MGM **1G4**, Canada. Phone (416) 778-8727.

- **Healthy Futures: A Development Kit for Rural Hospitals**

Community Decision Making in rural hospital communities (**CDM**) is a process which seeks to involve residents of rural communities in developing solutions to problems with local healthcare systems. The project generates citizen participation in rural health public policy decisions. The hospital board of directors endorses the CDM project and hires a community **encourager** (a local resident) to organize and coordinate the program. CDM has provided background information and techniques to collect different types of data. A very functional tool is a table of data collection methods and a description of how useful the method is in obtaining certain levels of information and its overall representativeness of the community. While CDM did not develop specific survey tools, it did provide guidance in the types of information that should be collected, methods for obtaining the information (resources), key questions, interviewing techniques, and other ideas for obtaining community level data.

For more information, please contact: Paul McGinnis, Mountain States Health Corporation, P.O. Box 6756, Boise, ID 83707. Phone: **(208) 342-4666**.

- **Hospital Community Benefit Standards Program, New York University**

Through a grant from the **W.K. Kellogg** Foundation, the New York University Robert F. Wagner Graduate School of Public Service developed and field-tested standards for hospitals to help improve community health, address special health problems of the medically underserved, and contain healthcare costs. Forty-nine hospitals and communities participated in this program, which was transitioned to the American Hospital Association in 1992. The AHIA will now provide general information on community benefit programs to interested hospitals and health systems, and will be utilizing community benefit programs as a key strategy for the community care network reform initiative.

For more information, please contact: Anthony R. Kovner, **PhD**, Director, Hospital Community Benefit Standards Program, NYU Wagner Graduate School of Public Service, 600 Tisch Hall, 40 West 4th St., New York, NY 10002. Phone: (212) 998-7444. **FAX: (212) 995-4165**. OR:

- **Human Development Report and Index**

“Human Development Report 1990” defined human development as the process of increasing people’s options. It stressed that the most critical choices that people should have include the options to lead a long and healthy life,

to be knowledgeable, and to find access to the assets, employment, and income needed for a decent standard of living.

“Development, thus defined, cannot be adequately measured by income alone. The 1990 Report therefore proposed a new measure of development, the human development index (**HDI**), composed of three indicators: life expectancy, education, and income. For each of the three dimensions, the 1990 Report identified minimum achievements worldwide: the lowest national life expectancy, the lowest national level of adult literacy, and the lowest level of income per capita. It also established a maximum or desirable adequate level of attainment..

“Human development cannot take place without human life and health; people do not just want to be alive; they want to know their way around in life. They want to be knowledgeable; and they certainly may want a decent life, one that is not constantly undermined by extreme poverty and the constant worry about sheer physical survival. All three of the HDI components thus deserve equal weight. And that is why the HDI proposes an **unweighted** average of a country’s rank on the life expectancy, literacy, and income **scale**.”

For more information, please contact: Human Development Report Office, United Nations Development Program, 336 East 45th Street, Uganda House, 6th Floor, New York, NY 10017. Phone: **(212) 983-1530**, FAX: **(212) 983-0025**.

■ **Life in Jacksonville: Quality Indicators for Progress**

This study, commissioned by the Jacksonville Chamber of Commerce in 1983, gauges the quality of life in the Jacksonville metropolitan area. “The purpose was to determine indicators that contribute to the community’s general feelings of well-being, fulfillment and satisfaction.” Seventy four indicators are identified in this annual study, providing important longitudinal data which allow citizens to set quality of life targets for the year 2000.

For more information, please contact: Anna Scheu, Vice President of Community Affairs, Jacksonville Chamber of Commerce, 3 Independent Drive, Jacksonville, FL. Phone: **(904) 366-6650**. FAX: **(904) 632-0617**

■ **Minnesota Department of Public Health, Community Health Promotion Kit**

This kit is a manual that contains a collection of resources, tip sheets, activities, and technical assistance tools that have been developed and used by communities across the United States. Key features of the program include data assessment and coalition building strategies, program design and techniques on how to involve the media. Section 1 of the manual is devoted to determining the health of the community by using federal, state and local data resources.

For more information, please contact: Karen **McComas**, Health Director, Minnesota Department of Health, 717 Delaware Street, SE, Minneapolis, MN **55440-9441**. Phone: (612) 623-5000.

■ **National Center for Health Statistics**

As part of the Department of Health and Human Services, the National Center for Health Statistics publishes results of such surveys as the National Health Interview Survey, the National Health and Examination Survey, the Hospital Discharge Survey, and the National Ambulatory Medical Care Survey, among other publications which list morbidity and mortality statistics, and other vital statistics. While some information is **community-specific**, this government agency also provides an excellent national health picture that individual communities can use as a comparison to their own health status.

For more information, please contact: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, National Center for Health Statistics, 3700 East-West Highway, Hyattsville, MD, 20782. Phone: **(301) 436-8500**.

■ **National Civic League: The Civic Index**

Developed as a way to evaluate communities' civic infrastructure, this index provides methods for identifying a community's strengths and weaknesses as well as collaborative problem solving techniques. There are ten components of the index which correlate to specific skills needed to address community problems.

For more information, please contact: National Civic League, 1445 Market St., Suite 300, Denver, CO 80202-1728. Phone: (303) 571-4343. **FAX: (303) 571-4404**.

■ **Pasadena's Quality of Life Index**

Developed for the city of Pasadena, California, and from Pasadena's own Healthy Cities Project, this index can nonetheless be utilized as a helpful tool for other communities that wish to develop their own quality of life scale. The Index includes eleven key areas, ranging from the arts to health and the environment. Particularly useful in monitoring progress towards healthier community goals, this tool is an excellent benchmark.

For more information, please contact: Deborah **L. Silver**, Healthy Cities Project Coordinator, City of Pasadena, 100 North **Garfield** Avenue, Room 136, Pasadena, CA 91109. Phone: (818) **405-4562**.

■ **Planned Approach to Community Health (PATCH)**

Designed to help communities plan, implement and evaluate health promotion and health education programs, PATCH is a process through which partners address the healthcare needs of the community. Patch partners include The Centers for Disease Control, the state health department, and

the community. The program consists of six workshops in which participating community members gain skills in five key areas of community health promotion: community organization, data collection, establishing priorities and setting objectives, intervention planning, and evaluation. Currently 17 states and 50 communities have initiated **PATCH** programs.

For more information, please contact: Nancy B. Watkins, Division of Chronic Disease Control and Community Intervention, Centers for Disease Control, 1600 Clifton Rd., N.E., **Mailstop K-46**, Atlanta, GA 30333. Phone: **(404) 488-5435**.

■ **Snohomish County Needs Assessment Project, Snohomish County, Washington**

“Begun in in 1989, the Snohomish County Needs Assessment Project is a joint effort of the United Way of Snohomish County, the Snohomish County Department of Health and Human Services, and the **Everett/Snohomish County Impact Coordinating Council**. The purpose of the project is to establish priorities for health and human needs in Snohomish County and to develop a plan to direct community resources to meet those needs. The assessment process was based on the United Way’s community needs assessment program, COMPASS.”

The project was directed by a steering committee consisting of approximately 30 community leaders who represent a wide range of perspectives about the community. The survey information was gathered by a professional research **firm** directed by a separate survey committee. Social and economic indicators were collected by a separate data collection committee.

For more information, please contact: Patrick Soricone, Vice President for Planning and Resource Distribution, United Way of Snohomish County, 917 134th Street SW., **Suite A-6**, Everett, **WA98204**. Phone: **(206) 7425911**. **FAX: (206) 743-1440**.

■ **Somerville Hospital and Somerville Health Department**

Using APEXPH, Somerville conducted an exhaustive “current health status* of its community, developing and distributing their health assessment survey to 300 community leaders and 100 health providers. This survey represents a unique, community-specific marriage of a standard assessment tool and a local survey.

For more information, please contact: Linda M. Cundiff, Vice President of Community Health Services, Somerville Hospital, 230 Highland Ave., Somerville, MA 02143. Phone: (617) 666-4400. FAX: (617) **666-0031**.

■ **Stanford Health Promotion Resource Center. Health Promotion in Diverse Cultural Communities**

The manual for this program focuses on techniques and strategies designed to aid the “health educator” in the access, design, and implementation of a

health promotion program within a diverse cultural community. Specific techniques for conducting a needs assessment are presented.

For more information, please contact: Health Promotion Resource Center, Stanford University, 1000 Welch Road, Palo Alto, CA **94304-1885**. Phone: **(415) 723-0003**.

- **SF-36 Health Status Questionnaire**

Based on Medical Outcomes Study (**MOS**) surveys, this questionnaire was developed **to** measure health and evaluate generic health concepts. Meant to be used as part of a larger outcomes management system, this tool is easy to administer and takes only a few minutes to complete, while maintaining reliability and validity.

For more information and to purchase the survey, please contact Health Outcomes Institute, 2001 Killebrew Dr., Suite 122, Bloomington, MN 55425. Phone: (612) 8589188. FAX: **(612) 858-9189**.

- **State Data Centers**

In conjunction with the U.S. Bureau of the Census, many states have established data centers that make census information available, and assist state and local governments and community, business and private organizations in interpreting census materials. Among their services are: community and census tract statistics in the areas of population and housing, including socioeconomic data, population projections, and mortality statistics.

For the name, address and phone number of the state data center nearest you, please contact: U.S. Bureau of the Census, State Data Center Information at **(301) 763-1580**.

- **The Sustainable Seattle: Indicators of Sustainable Community**

‘These proposed ‘Indicators of Sustainable Community’ are the product of a creative community dialogue about our common future... This array of indicators is intended to provide a snapshot **of the** concept of sustainability... Indicators are bits of information that reflect the **status** of large systems. They are a way of seeing the big picture by looking at a smaller piece of it. They tell us which direction a system is going: up or down, forward or backward, getting better or worse or staying the same.’

For more information, please contact: Sustainable Seattle, **c/o** Metrocenter YMCA, 909 4th Avenue, Seattle, WA 98103. Phone: **(206) 382-5013**.

- **United Way of America. COMPASS**

“COMPASS is a comprehensive guide which will assist any community. It is a tool that enables local communities to learn about local needs (all needs, or a specific issue or target group) and to develop and implement a community action **plan...Three** kinds of survey questionnaires are included in both brief and in-depth versions. Software is included which can be used on any

IBM-compatible computer for tabulating survey results. Further, COMPASS includes worksheets for organizing the social and economic data that is **analyzed.**”

For more information, please contact Curt Johnson, Director, Community Problem Solving, United Way of America, 701 North Fairfax St., Alexandria, VA 22314-2045. Phone: **(703) 836-7100.**

■ **U.S. Bureau of the Census**

The U.S. Bureau of the Census, Department of Commerce, conducts the decennial census of housing and population as well as various five-year census of retail, manufacturing and service industries. They also conduct regular population surveys of most urban areas. They are a rich source for census tract and block statistics of education, income, occupation, size of families, housing (including single- and multi-family dwellings), language spoken at home, and many other socioeconomic indicators. With over 1400 federal depository libraries housing these materials, most communities have ready access to this wealth of information. State and local governments may also publish statistics and materials of interest to your community.

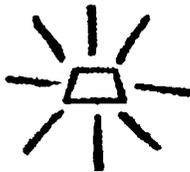
For information on the depository library nearest you, please contact your local public library.

■ **Washington State Hospital Association. 1992 Community and Hospital Issues and Priorities Survey**

Administered to government and community leaders, this survey assessed “priorities civic and community leaders place on a wide range of local concerns, including those affecting health care”. It evaluated community needs, views of hospitals’ performance on health care issues and community issues, perceptions about hospitals, awareness of hospitals’ performance, future importance of hospital resources, and other areas. An excellent source for ideas when creating your own survey or questionnaire, this survey presents an exhaustive list of questions.

For more information, please contact: Stephanie A. Bradfield, Director, Public Affairs, Washington State Hospital Association, 190 Queen Anne Avenue North, Third Floor, Seattle, WA 98109. Phone: **(206) 281-7211.**





Glossary

Advocacy

Actions targeted to produce specific organizational or community changes.

Ageism

Discrimination against people based on their age, usually directed against older people or teenagers.

Anti-Semitism

The subordination of Jewish people by other groups, often leading to violent acts against people based on their Jewish heritage.

Change Agents

An individual who is a catalyst for change in a given community.

Charla

A term used in the latino community that describes a small meeting of individuals.

Classism

Subordination of people from lower socioeconomic classes by those from the upper classes, that is, class privilege.

Coalitions

Diverse groups that combine their resources to create change.

Collaboration

Exchanging information, modifying activities, sharing resources and enhancing the capacity of another for mutual benefit and to achieve a common purpose.

Collaborative Empowerment

A process for societal change; a planning and organizing method which community and neighborhood based organizations can design, implement, and assess problem solving strategies that increase their effectiveness at dealing with community issues.

Community Assessment

A collection of key community health indicators that assist in setting priorities and documenting the relative success of a community-wide effort for improving health and quality of life.

Community-Based

An approach to coalition building which focuses on weaknesses, and solving problems by addressing deficits.

Community Coalition

The coming together of representatives of public or private organizations and individual citizens in a community for the purpose of collaboration on community concerns and seeking resolution of those concerns.

Community-Development

An approach to coalition building which focuses on building on strengths and competencies. The community development approach is based on empowering the community as opposed to the community-based approach.

Cooperation

Exchanging information, modifying activities and sharing resources for mutual benefit and to achieve a common purpose.

Coordination

Exchanging information and modifying activities for mutual benefit.

Cross-Cultural Communication

Communication between people of two different ethnic backgrounds. As service providers, it requires us to differentiate among ethnic norms, stereotypes, and pathology so that ethnic behavior is not classified as pathological or stereotypical, and pathological or stereotypical behavior is not classified as ethnic. To begin the process of cross-cultural communication, we must be self-aware of our own cultural values so we do not project them onto others.

Cultural Competence

The state of being capable of functioning in the context of cultural differences.

Culture

A learned pattern of customs, beliefs, and behaviors, which are socially acquired *and socially* transmitted through *symbols* and widely-shared meanings. Through culture, people of a given society adapt to one another and to their physical and social environment. Culture is an organized group of learned responses -a system of ready made solutions to the problems of people.

Developing Sector8

Are the factions of a community which have yet to be formally organized but which are potential sources for many community leaders.

Discrimination

The behavior component of prejudice. Differential treatment of individuals or groups because of their perceived membership in a designated group. This term implies *actions* that represent internal attitudes.

Empowerment

The way individuals gain mastery over their own lives.

Ethnic Competence

The ability of a service provider to give aid or assistance to patients or clients in ways that are acceptable and useful to them because they are **congruent** with the recipient's cultural background and expectations. Ethnic competence also refers to the service providers ability to learn about the cultural context of a presenting problem and to integrate that knowledge into a professional assessment, diagnosis, and intervention,

Ethnicity

A group classification in which members share a unique social and cultural heritage passed on from one generation to the next. Ethnicity is often mistakenly assumed to have a biological or genetic foundation,

Ethnocentrism

An individual's belief in the superiority of one's own groups' physical, social, cultural etc., characteristics and inferiority of other groups.

Ethnorelative

Behaviors that indicate an individual has the ability to accept, adapt and integrate cultural differences.

Formal Leaders

Leaders within the community who are easily recognized by the public. They may be local elected officials, agency heads, service providers, prominent civic leaders, priests or rabbis.

Governance

Ways in which business, government, community **groups**, and citizens can work together to help a community reach its collective goals and meet its common challenges.

Grassroots

Individuals or society at a local level.

Heterosexism

Prejudice and oppression against gays and lesbians based on their sexual orientation,

Individual Racism (ethnocentrism)

An individual's belief in the superiority of one's own group's physical, social, cultural, etc., characteristics and the inferiority of those of other group(s). Emphasis is on the positive attributes of one's own group is seen as the standard against which to measure all others.

Informal Leader-8

Leaders which may not have a title, a conventional **office** or even a telephone. Informal Leaders may run or work at a local store, be the adopted "**grandmother**" of a neighborhood who sits out on her porch or be a drug dealer out on a street corner.

Minority Group Status

Applies to subjugated, powerless, and/or oppressed segments of a society, who are singled out for unequal treatment and discrimination by the dominant segments of society; i.e., Blacks in South Africa, Women in the U.S., People of color in the world, (The term does not imply a numerical minority.)

Mission Statement

An organizational statement which tells people who you are, what you are about and where you are going.

Multiculturalism

The inclusion of a variety of cultures or ethnic groups.

Multi-sector Collaboration

A voluntary, strategic alliance of public, private and non-profit organizations to enhance each others' capacity to achieve a common purpose by sharing risks, resources, responsibilities and rewards.

Nationalism

Favoritism of the interests of people from one nation over those from others.

Networking

Exchanging information for mutual benefit.

Organized Sectors

Are the factions of a community which are "formally" organized.

Parochial

Narrowly restricted in scope or outlook; provincial.

"Perfect consensus"

An ideal state in which all involved can agree to support a plan and its implementation.

Positional Leadership

A leadership style associated with being at the top of a functional structure.

Prejudice

A negative/positive predetermined attitude toward any person or group, based on a process of social comparison where one's own group is seen as the point of reference (most similar to individual racism).

Race

A subgroup of people possessing a definite combination of physical characteristics, of genetic origin, the combination of which to varying degrees distinguishes the subgroup from other subgroups.

Racism

The subordination of one group by another based on race. Unlike prejudice or discrimination, which are individually initiated acts, racism as defined by Delgado is “an institutionalized system which perpetuates both individual acts of discrimination and racial subordination—a system supported by culturally sanctioned beliefs which, regardless of intentions, upholds the advantages of whites.” Although Delgado was speaking specifically of the predominant form of institutionalized racism in the United States, many groups have been subjected to racism, and participants in a multicultural coalition, particularly if recent immigrants, may have their own experiences to relate.

“Rough consensus”

A situation in which areas of ambivalence **and/or** agreement and disagreement exist.

Sectoral

Different parts of the community that wield power and leadership (i.e., schools, business, government).

Servant Leadership

A leadership style in which the leader acts as a trusted servant working in the best interest of his/her followers. A servant leader looks out for the broader needs of society. A central ethic of leadership is foresight — the ability to see how things might be in the future and to act now in that direction.

Sexism

The subordination of one sex by the other, almost always used to mean subordination of women by men.

Stakeholders

Anyone who has a stake in an effort, initiative or program.

Tactical Leadership

A leadership style used when the objective is very clear, a plan for achieving the objective has been developed, and the members of the collective effort are being led in the execution of the plan.

Task Force

A group within the structure of a coalition which does a particular job and brings their findings and recommendations back to the whole group for review. Task forces are based upon issues, and are often short-term oriented and collaborative in nature.

Tokenism

Symbolic gestures rather than effective action towards a goal.

Vision

A compelling statement of what one wants to create; the engine that drives strategies and gives them their force.

Volunteer Leaders

Leaders that may be members of volunteer neighborhood groups (including block associations, parent associations, merchant associations and neighborhood organizations). Not only do these leaders have real grassroots constituencies but they have an access ‘high risk’ and “yet to be reached” populations that may live in their communities.

Portions of the above definitions came from Arthur Himmelman and Beth Rosenthal.