

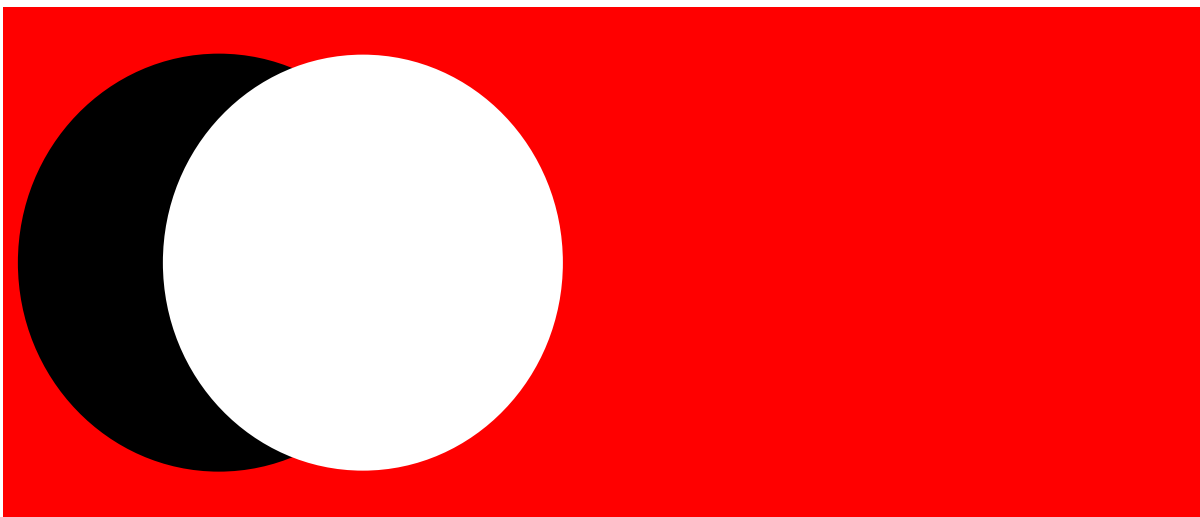
Building Stronger Sexual Assault Survivor Services Through Collaboration



*A Manual for Rape Crisis Programs and Communities in
Texas for Developing Sexual Assault Coalitions*

Developed by the Texas Association Against Sexual Assault

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BUILDING STRONGER SEXUAL ASSAULT SURVIVOR SERVICES THROUGH COLLABORATION

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Serving the Survivors of Sexual Assault



When there is a sexual assault in your community, many different service agencies and organizations act to help the survivor in varying capacities and roles. Sometimes there is good communication between these providers; in many communities there is little or none. One common comment when working with survivors of sexual assault is that the various points of service are rarely coordinated and can be frustrating and even traumatizing to the victim.

Each group has a role to play. There can be many variations on a theme, since no two sexual assault scenarios are ever alike. However, it is a rare community where all of these different agents work together to provide comprehensive, coordinated services. This system can be a bewildering and complex system of agencies to negotiate for someone who has already been traumatized by the intimate crime of sexual assault. ***Creating a network between all of these groups can provide better services***, and it can provide other positive results for the community as well.

Community sexual assault coalitions (or task forces) play key roles in many important ways. Two major functions of a sexual assault task force are:

1. bringing key people together to discuss and implement strategies for sexual assault prevention and
2. connecting agencies to provide improved service linkage for the survivors of this crime.

“The development of community coalitions can increase the ability of the members of a community to manage their shared environment through collective decision-making and action. A shared vision will increase the members ability to identify shared problems, develop policies and programs to address them, and mobilize appropriate resources effectively to fulfill these policies and programs”¹

**Imagination
is the highest
kite one can
fly.**

**- Lauren
Bacall**

¹ Honadle, B. Defining and Doing Capacity Building. In B. Honadle & A. Howitt (eds.), *Perspectives on Management Capacity Building*. Albany; SUNY Press. 1986.

Why Does My Organization Need To Collaborate With Others?



The advantages of entering a collaborative effort may be immediate or long term, direct or indirect. Some partners may benefit more than others, but it is essential that each partner recognize that the benefits will outweigh the costs of participation.²

The advantages of collaborating most frequently are: more effective and efficient delivery of programs, professional development, improved communication, elimination of duplication, increased use of programs, improved public image, better needs assessment, consistency of information and increased availability of resources.³

Collaboration can open a vast complement of resources to the innovative administrator: new staff skills, knowledge, equipment, facilities and services, which may be available at other agencies. Combining the resources of two or more agencies can help to deliver more services for the same money or the same services for less money. The economics of scale, fewer duplicate programs and improved cost-benefit ratios, will make the delivery of programs more effective and efficient.⁴

Staff members will grow professionally by meeting with colleagues from other agencies. They will be exposed to new methods and ideas that may benefit them. They may be made aware of new resources that are available and how to obtain them for their programs.

Improved communication between agencies will result in all partners providing more consistent and reliable information to the client, i.e. a better understanding of work done by others may help when directing clients who need critical information. Shared information can mean increased use of programs, more public support and more information about policy and legislative issues that effect their clientele groups. In addition, better communication between agencies will provide a more thorough evaluation of the total impact of programs.

And finally, coordinated needs assessment can be a benefit of collaboration. Service providers who work together can identify gaps in programs. They also can see critical widespread problems and rate issues for the most efficient use of available resources.

It's easy to make a buck. It's a lot tougher to make a difference.

-Tom Brokaw

² Dluhy, Milan J. *Building Coalitions in the Human Services*. Newbury Park, California: Sage Publications, 1990.

³ Jackson, Daney & Maddy, William. Ohio State University Fact Sheet. *Introduction: CDFS-1*. <http://ohioline.ag.ohio-state.edu/~ohioline/bc-fact/0001.html>

⁴ Rossi, Robert J., et al. *Agencies Working Together, A Guide to Coordinating and Planning*. Beverly Hills, California: Sage Publications, 1982.

I'm Already Busy: Where Will I Find Time To Attend Another Meeting?

It is easy for employees at agencies that cope with daily crisis and busy schedules to become isolated and feel that they are unable to reach out to other community agencies who also work with the same clients at some point in the system.

However, by communicating across agencies, many service providers report that it not only makes their job easier, but it gives them more community visibility, support and access, and most importantly, helps create a web of accessibility for their clients, who must often move across unfamiliar ground in their search for both justice and healing

In order for this coalition to build a firm foundation, it is important for members and agencies to get to know each other, to spend the time needed to create trust, to set goals, to do strategic planning, and to creatively explore a shared vision of the desired changes. It is also helpful to have outcome measures and to be able to let the community know what you are doing to make their community safer and work more effectively.

With these goals in mind, each member will need to commit to giving the coalition at least a year of their time minimally, with monthly meetings of at least one hour.

*“At some time or another, most of us have been a member of a "great team." It might have been in sports, or the performing arts, or perhaps in our work. Regardless of the setting, we probably remember the trust, the relationships, the acceptance, the synergy—and the results that we achieved. But we often forget that great teams rarely start off as great. Usually, they start as a group of individuals. It takes time to develop the knowledge of working as a whole, just as it takes time to develop knowledge of walking or riding a bicycle. In other words, great teams are learning organizations— groups of people who, **over time**, enhance their capacity to create what they truly desire to create.”⁵*

The only thing necessary for the triumph of evil is for good men to do nothing.

- Edmund Burke

⁵ Ross, Rick. *Backing into a Vision*, The Fifth Discipline Fieldbook.

What's the Definition of a Community Coalition?



Starting and maintaining a coalition is no big mystery. It is similar to starting and maintaining a committee where there is a need and people interested in finding a solution. The United States started as a coalition of colonies with a need (problem) and people interested in finding a solution. Individually, you can't do everything, but collectively, something can be accomplished.

The coalition is essentially a mechanism for increasing the power or leverage of groups or individuals. **The object is to get more out of the coalition than is put into it.** Situations, although difficult or impossible for the individual to overcome alone, can be dealt with simply and rapidly by acquiring the right allies. This is coalition building.

Over the past ten years, community coalitions and task forces have been increasingly used to address a variety of complex and entrenched social and health problems, especially in poor and underserved communities. They are a wonderful way to pool resources, talent and creativity to solve community problems. Additionally, government and foundation prevention initiatives have embraced coalitions and partnerships as major components of their strategies.

Feighery and Rodgers offered a definition that probably reflects the most current use of the term: "an organization of individuals representing diverse organizations, factions, or constituencies who agree to work together in order to achieve a common goal."

Other authors have also emphasized that contemporary community coalitions are also formal, multipurpose, and long-term alliances. The term partnership also implies the shared and long-term commitment of effective community coalitions: everybody brings something to the table.

Dail Neugarten suggests that coalitions are "more like orchestras composed of autonomous and talented people linked together by a conductor and a score."⁶

The goal of community collaboration is to bring individuals and members of communities, agencies and organizations together in an atmosphere of support to systematically solve existing and emerging problems that could not be solved by one group alone. While this is easily "said," experience shows that it is not easily "done." In fact, at times it has been likened to "teaching dinosaurs to do ballet."

**You must be
the change
you wish to
see.**

**- Mahatma
Ghandi**

⁶ Neugarten, Dail. *National Leadership Institute on Aging*, University of Colorado at Denver, 1445 Market Street, Suite 320, Denver, Co 80202.

Ten Functions of Community Coalitions

Community coalitions are capable of ten primary functions according to reviews of the literature. Here are some concrete ways that community coalitions can help.

1. Minimize duplication of services.
2. Increase the effectiveness and efficient delivery of programs/services.
3. Improve capacity to plan and evaluate.
4. Strengthen local organizations and institutions to respond better to the needs and aspirations of the constituents.
5. Develop wider public support for issues.
6. Increase the influence of individual community institutions over community policies and practice.
7. Increase accountability.
8. Exploit new resources in a changing economy.
9. Increase participation from diverse sectors and constituencies.
10. Broaden the mission of member organizations and develop more comprehensive strategies.



**It has
always
seemed to
me that
the most
difficult
part of
building a
bridge
would be
the start.**

**- Robert
Benchly**

What a Community Coalition is Not⁷



There was a time when one of my adolescent daughters would respond to many a comment with the ubiquitous “NOT,” popularized by Wayne and Garth of the movie “Wayne’s World.” Now, when I hear all sorts of people saying, “Our initiative is a coalition,” often, my first instinct is to respond, “NOT.”

While it is heartwarming for those of us who have been in the trenches doing coalition building for years to see that coalitions are now a hot new trend in program development, it is also disconcerting to see many initiatives using the term but stretching it beyond recognition. SO let’s start bringing the term back into shape.

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; but even for a coalition of agencies, those agencies must have deep community roots.

Coalitions are **not** human service organizations. This is another common misconception. We see numerous coalitions that 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 catalyst 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 the grassroots and “real people.” Too often people think that creating a coalition will naturally create links to the grassroots. But this is unlikely if coalitions are composed of institutional representatives rather than citizens. Coalitions must make special efforts (such as having outreach workers) if they are serious about reaching the grassroots.

And finally, coalition building is **not** a cure-all. Even the most successful coalitions are often limited by their focus on trying to solve the local community’s problems; but this does not provide easy answers to dealing with the numerous issues impacting that community from outside.

Let’s end on a positive note. Coalition building, collaborative problem solving and community development **are** some of the most effective interventions for change available to us today. Coalitions **are** partnerships of the many sectors of a community, which gather together collaboratively to solve the community’s problems and guide the community’s future. When coalitions are driven by citizen identified issues; citizens become involved in all steps of the problem solving process. Using this definition, coalition building becomes a powerful and enduring force for change.

**In the
middle of
difficulty lies
opportunity.**

**- Albert
Einstein**

⁷ Wolff, Tom. *What Coalitions are Not*. Coalition Building Tips: AHEC Community Partners. <http://www.ahecpartners.org/resources/cb/>

Nineteen Factors Influencing Successful Collaborations



Listed below are nineteen factors which influence successful collaborations, as identified by Paul Mattesich and Barbara Monsey in *Collaborations: What Makes It Work?* Grouped into six categories, this review of the research literature describes:

Factors related to the ENVIRONMENT

1. History of collaboration in the community
2. Collaborative group seen as a leader in the community
3. Political/social climate favorable

Factors related to MEMBERSHIP CHARACTERISTICS

4. Mutual respect, understanding, and trust
5. Appropriate cross-section members
6. Members see collaboration in their self-interest
7. Ability to compromise

Factors related to PROCESS/STRUCTURE

8. Members share a stake in both process and outcome
9. Multiple layers of decision-making
10. Flexibility
11. Development of clear roles and policy guidelines
12. Adaptability

Factors related to COMMUNICATION


13. Open and frequent communication
14. Established formal and informal communication links

Factors related to PURPOSE

15. Concrete, obtainable goals and objectives
16. Shared vision
17. Unique purpose

Factors related to RESOURCES

18. Sufficient funds
19. Skilled convener



**The true
measure of a
man is how
he treats
someone
who can do
him
absolutely
no good.**

**- Ann
Landers**

Factors Which Inhibit Coalitions



Building community coalitions has its challenges as well as rewards. Issues such as turf protection, mistrust, slow decision making, limited resources, an assumed position contrary to policy and decreased level of cooperation among collaborators during a crisis are all examples of the types of challenges you might face. The following is a list of factors which may inhibit the formation and growth of a coalition.

**You have
not
converted a
man because
you have
silenced him.**

**- John
Morley**

- Competitiveness, turf protection and mistrust. If a collaborator doesn't trust his or her partners he or she will not be as open and receptive to new ideas. There will not be a willingness to share resources and burdens.
- Dominating rather than shared leadership that discourages group decision making.
 - Inflexibility in scheduling meetings and activities.
 - Lack of understanding about how community agencies operate. Group members must understand the constraints and limitations of their partners.
 - Hidden agenda for personal advancement.
 - Cynicism about the advantage of information sharing.
 - Time constraints and pressure to "push things through" without giving adequate time for discussion to work through conflicts.
 - More emphasis on talking than listening.
 - Preferring to do things alone rather than spending time negotiating.
 - Prescribing actions for a partnership (coalition) from the top down.
- Lack of procedure for making decisions and solving disagreements when they emerge.
- Sometimes a coalition may take a position that is inconsistent with the policy of one of its partners. This may cause the partner to be uncooperative, ineffective or to withdraw from the coalition.
- If the group must reach a consensus to act on an issue, it may take time. Many partners may not be able to go forward without approval of a higher authority or more study. Depending on how well the group communicates or how often it meets, decision by consensus could make acting on a problem slow and ineffective.

Who Should Belong To The Coalition: Bringing People Together

Collaboration begins with the selection of resource people who have experience in dealing with the particular issue and understand the common goal. They have the authority and power to influence change and the energy and enthusiasm for keeping the momentum alive.

Initial contacts usually work best if they are between agency administrators. This follows protocol and allows the administrator to delegate the responsibility. It avoids the administrator hearing about the contact from someone lower in the agency, becoming suspicious and defensive, and scuttling the effort before it begins or initially putting it on bad footing.

Begin by determining all the natural allies, individuals or groups who share the concern and support a similar position. Continue by seeking all types of persons, groups and social structures likely to be affected by the issue or position taken both affirmatively or negatively. Do not forget to include all potentially interested and civic-minded groups who might stand to gain indirectly by supporting the issue or constituents.

The survivor of a sexual assault may have contact with the rape crisis center, law enforcement, a Sexual Assault Nurse Examiner or other medical professional, a mental health counselor or advocate, Child Protective Services (CPS), Child Advocacy Centers, CASA, Crime Victims Compensation, prosecutors, magistrates, the court, or other agents. Be as inclusive as possible when deciding who might want to join.

Anyone who works with sexual assault survivors or within agencies and organizations which impact them are important to consider. This can even include professionals such as forensic scientists who analyze the evidence collected from forensic/medical exams. Much can be learned about both the existing strengths as well as the weakness of the system by meeting with and getting to know these various individuals.

It may be helpful to sit down and create a flow chart of services, if none exists, to get a better picture of available service providers. Also, talk with others from organizations that you already know to see if they can think of anyone whom you may have inadvertently omitted.

Make a list of individuals and organizations to contact. Try to get as many individual names and phone numbers as possible. Set a date and time for the first meeting. If you want the prosecuting attorney in your county to come, (and you should!) it might be helpful to schedule the first (and possibly all successive) meetings on Fridays, as that is the day they are least likely to get tied up in court.



I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.

- Edward Everett Hale

Including Diversity



When looking at who should make up the group, be sure to include members who are representative of your community. One should consider members of different ethnic and religious groups, men and women, individuals of different abilities, and ages. Inclusion brings a broader perspective to the table and may persuade others to look at the larger scope of sexual assault within the entire community. Without diversity, the needs of many individuals may be overlooked or go unrecognized.

The reality of a diverse community shows its strength in groups that are inclusive. In understanding the importance for diversity, nothing is more powerful than the reality of an organization which is reflective of its citizens. This is the ideal of democracy in action. The dimensions of diversity in organizations may include:

- Age
- Educational background
- Ethnicity/Race
 - Family status
 - Gender
 - Personal wealth
 - Work or military experience
 - Professional affiliation
 - Physical and mental ability
 - Political association
- Sexual orientation
- Social status
- Spiritual practice

If we cannot now end our differences, at least we can help make the world safe for diversity

- John F. Kennedy

Diversity empowers its members to capitalize on unique skills and areas of expertise. Careful attention must be given to mutual understanding and appreciation of individual differences. The result is a growing recognition that multiple perspectives can benefit an organization's approach to opportunities and problem-solving. Loden and Rosener⁸ say this approach assumes "we will be more successful as individuals, work teams, organizations and a society if we acknowledge, respect and work with . . . dimensions of difference."

The greater the diversity of people and opinions involved in developing and sustaining a collaborative effort, the greater the potential for tailoring solutions and strategies to the community. Citizens from different backgrounds often perceive the same issue differently. Bringing a wide cross-section of citizens, both youth and adults, together in conversation builds an important bridge between perception and reality.⁹

So, the case for building a culturally diverse or multicultural coalition is without question. The drastic change in the status quo of the U.S. population, labor force, race and ethnicity, and citizen status demands adaptation.

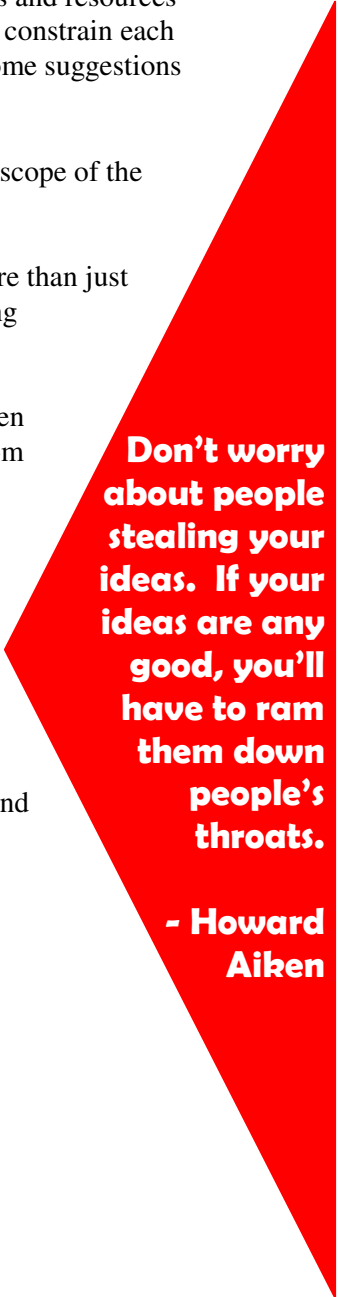
⁸ Loden, Marilyn and Judy B. Rosener. *Workforce America: Managing Diversity as a Vital Resource*, Homewood, Illinois: Business One Irwin, 1991.

⁹ National Network for Collaboration, Training Manual. <http://crs.uvm.edu/ncco/cd/index.htm>

Learning About Each Other

If partners are to work together effectively, they must know what services and resources they bring to the table. Partners must understand the policies and regulations that constrain each organization and the language each uses to discuss its work. The following are some suggestions on how partners can learn about each other.

- Hold meetings at each other's organizations to give people a sense of the scope of the collaboration.
- Plan visits to programs operated by partners. Make sure the visits are more than just a quick walk. Take time to talk about what you learned; seek out differing observations and questions.
- Ask partners to discuss their perceptions of each other's organization. Then have partners describe their own organizations. Begin to separate fact from stereotype.
- Have everyone draw a simple picture of how they see their organization's position in relation to the community, families and other partners. Discuss the variations and their implications.
- Describe how clients and families receive services in each organization.
- Arrange for day visits between organizations to create knowledge, trust and commitment among line staff.
- Use qualified trainers to run workshops on team dynamics, prejudice reduction and conflict management.
- Use social activities to promote different kinds of conversations and alliances.



Don't worry about people stealing your ideas. If your ideas are any good, you'll have to ram them down people's throats.

- Howard Aiken

Handling Conflict and Disagreements¹⁰



Handling controversy or difficult discussions is not just the responsibility of the moderator of a meeting. Everyone attending a meeting is responsible for creating a meeting environment in which controversy is expected periodically and handled constructively. Controversies among members can be initiated by highlighting contrasting viewpoints, pointing out disagreements or discrepancies, or suggesting weaknesses of a proposed plan or rationale for a course of action.

Ground Rules for Controversy

- Constructive controversy requires that a group agree on norms and rules for managing disagreements about ideas, information, conclusions, theories, and opinions.
- Constructive controversy takes place in a setting that values cooperation more than competition.
- Constructive controversy requires a broad base of active participation among those attending the meeting.

Ground Rules for Individuals

- Respond to one another's ideas in a manner that shows everyone's ideas are valued.
- Make open, honest, accurate and complete communication an on-going aim.
- Work to understand both the position and the frame of reference of those who disagree. Use good listening skills such as paraphrasing and negotiating for meaning.
- Be critical of ideas, not persons.
- Do not confuse rejection of one's ideas and opinions with personal rejection.

Ground Rules for Moderators

- Ensure that there are several rounds of discussion or exchanges of ideas.
- Encourage efforts to combine differing ideas into a new position.
- Support participation from all members. Discourage domination of the discussion by only a few voices.

If two men agree on everything, you may be sure that one of them is doing the thinking.

- Lyndon B. Johnson

¹⁰ Adapted from Scholtes, P., *The Team Handbook*, Joiner Publishing, 1988.

Leadership¹¹

Coalition leadership requires attention to basic organizational functions: communication, clarity of roles, decision-making, etc. -just as in other organizations. However, in some ways, coalitions are unusual forms of organization and raise special leadership issues.

Depending upon the goals of the coalition, a variety of styles may prove to be effective. One coalition might be run by a specific charismatic leader, while another coalition's leadership might be shared among several different individuals. In this insert, we describe leadership issues as applicable to coalitions which have as their goals bringing together various components of the community to become more effective problem solvers and to maximize the use of resources in the community. Those goals require a commitment to community development, and thus a shared leadership model tends to be the one that seems most effective in achieving these goals. For coalitions that have a commitment to community development, not only is the involvement of existing leaders critical, but developing new leadership is also adopted as a goal.

Most coalitions begin with a core membership of a few people. The initial coalition leadership emerges from this founding group. This is particularly true if one organization has served as coalition facilitator. As the coalition grows, however, it is important to expand the leadership core. Rotating the formal leadership can help more members of the coalition develop a sense of ownership.


Skills and Style

Critical skills and styles for coalition leaders include an inclusive, welcoming stance: Coalition leaders should set the tone, for welcoming new members and for bringing them into the coalition. Orienting new members and urging them into active roles are part of the welcoming.

Excellent Communicators: Both in verbal and written materials, coalition leaders need to take complex materials and make them understandable to all audiences.

Group Facilitation Skills: Coalition leaders need to be able to guide both large and small meetings, with numerous participants and various agendas. Meetings would allow everyone to have their say, and yet be able to follow agendas, move through problem-solving processes and ultimately make decisions.

Conflict Resolution: It is helpful for coalition leaders to 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. Identifying the various self-interests, seeing the common ground, and helping to seek compromises are part of this activity.



**Trust men
and they will
be true to
you; treat
them greatly
and they will
show
themselves
great.**

**- Ralph
Waldo
Emerson**

¹¹ Wolff, Tom. *Coalition Leadership*. Coalition Building Tips: AHEC/Community Partners. http://www.ahecpartners.org/resources/documents/cb/cb_leadership.pdf

Sharing the Spotlight: Coalition leaders must leave their egos at the door and be able to share the glory and the spotlight with other coalition members and other entities in the community. This can be a complicated tightrope because being too modest can lead to the coalition remaining invisible, being too forward may bring resentment.

Trust: Coalition leaders must be able to engender trust in those with whom they work. They must be reliable, prompt, honest and true to their word.

Finally, coalition leaders must bring energy and hope to coalitions in both their styles and their skills. One can easily see how hard it would be to find one individual with all the above traits - thus the advantages of a shared leadership model which calls upon many individual's skills become more obvious. Also clear are the risks of relying on a single leader to be the initiator of all coalition activity.

And....Notes on Building Trust in Groups

Building trust involves several things. Your **leadership** can become pivotal at this point. How do you work with a group where there may be long-standing disagreements, where several key players may have a history of not speaking to each other, where there will be fears about funding and power struggles over (what may seem to you to be) petty issues. Remember, the goal is to develop a seamless system. What may seem at first to be intractable issues of turf control may only be problems of communication.

Building trust takes time and will be an ongoing process. Give your team at least 6 months to get comfortable with the idea that they can work together. Trust can develop as they begin to see each other as real people.

Here are some philosophical ideas about building trust within a hostile or fractionated group:

1. Stress the need for, and role model ethical communication
2. Develop trust by being honest. State what you mean without being rude or abusive.
3. People can develop trust when they have conflict and aren't judged.
4. Follow through. Responsible behavior is important to the process of trust-if you commit to doing something, do it.
5. Trust exists when we make ourselves vulnerable to others whose actions we cannot control.
6. Trust involves planning.
7. Trust means treating others with the same respect you want for yourself.
8. Trust means allowing others to make decisions.
9. Trust means allowing others to make mistakes.
10. We all have something to teach others and something to learn from others.
11. The art of listening is a powerful force.
12. Trust is a process. It happens one day at a time.

Always do right. This will gratify some people and astonish the rest.

- Mark Twain

Knowing the Destination ¹²



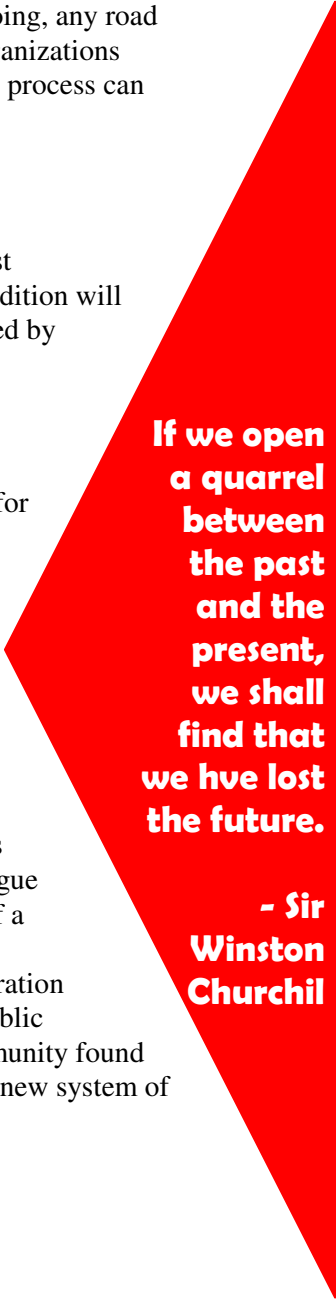
An old Irish proverb sums it up best: “If you don’t know where you’re going, any road will get you there.” Collaboration is the process of gathering people and their organizations together to help bring about a desired condition in the community. But before the process can work, the community must answer the question:

What is the desired condition?

Clearly defining the desired community condition is one of the single best investments that can be made to ensure successful collaboration. The desired condition will vary with each community and its problems. For example, a community threatened by youth gangs and violence may define its desired condition as “a safe and secure community for youth and families.”

Who is responsible? Defining the desired condition will help spark a community conversation about another important question: “Who is responsible for bringing about this condition in the community?” Citizens ultimately come to the conclusion: “We all are responsible, but let’s figure out what each of us will contribute.” Thus begins the community conversation about roles and responsibilities.

Community solutions may be as straightforward as sharing information or as complex as defining whole new “systems” of services. For example, one community found the source of a perceived problem among social service providers to be duplication of services and turf issues; another community identified child abuse as the issue. The solution in the first case proved to be a collaboration in which information and decisions from all member organizations were shared. In the other community, a community dialogue addressing the issue of child abuse and the lack of care for children led to the creation of a diagnostic, treatment and counseling center entirely built, owned and operated by the community. This center was established within five years, and was the fruit of a collaboration that involved some 200 people, 23 civic organizations and more than 100 businesses. Public agency staff provide services at the site in partnership with private providers. This community found the solution to its problem involved building on existing resources and creating a whole new system of services



**If we open
a quarrel
between
the past
and the
present,
we shall
find that
we hve lost
the future.**

**- Sir
Winston
Churchil**

¹² National Network for Collaboration, Training Manual. <http://crs.uvm.edu/ncco/cd/index.htm>

How to Write a Mission Statement¹³



A mission statement is an important marketing tool. It will help the coalition communicate with the public, help motivate members to work toward a shared vision, and focus the efforts of the group. It is *not* a document to be developed and then stuck in a file folder.

Why should I have a good mission statement?

- **It is a marketing tool.** Tells everyone the reasons for the coalition's existence.
- **It is a tool for coalition leadership.** Gives coalition leadership a clear position to use when working with allies and promoting the coalition with the public.
- **It is a motivational tool.** Encourages members and allies to work toward a shared vision.

How to write a mission statement.

- **Make it short.** McDonald's mission statement is only four words: quality, consistency, cleanliness, service. Brevity will enhance understandability. Make it only long enough to cover the intended purpose of the organization.
- **Make it memorable.** Use simple words-ones people can remember and actually use.
- **Make it audible.** Use words and phrases that sound good as well. Members will use the mission statement talking on the telephone and at public meetings. Try for a conversational tone.
- **Make it a "becoming" statement.** For example, look forward to what the coalition wants the social environment surrounding sexual assault to become. State not just what the coalition is, but how it will reach its goals.
- **Make it unique.** Demonstrate how the coalition differs from other organizations.

**The best way
to predict
the future is
to invent it.**

- Alan Kay

¹³ Adapted from *Program Trends in Business and Industry*, March, 1991

Goal Setting

Like defining a mission statement, setting goals promotes discussion, builds consensus, and strikes a balance between the ideal and the achievable. Be cautious about setting goals with too large a scope. This can make it harder to recruit and keep coalition members actively involved and energized. Build the potential for some success into the goals. Alternatively, goals worth pursuing should require effort and persistence.¹⁴

Internally, goals provide a reference point for coalition activities. Externally, goals clarify both what the coalition is for and what it is working against. They will be used repeatedly in communicating with the community and media representatives. It is important that they be stated in clear, direct and positive language without jargon or rancor.

Characteristics of Goals¹⁵

It is important that members of the coalition keep certain characteristics in mind as they develop goals. As each is developed, put it to the test. Does it include the following characteristics? Goals must be:

- **Believable**-They should describe situations or conditions that the coalition believes can be achieved. Avoid the "pie-the-sky" goals that members do not believe nor find possible to do.
- **Attainable**-It should be possible to achieve the goals in the designated time.
- **Tangible**-The goals should be capable of being understood or realized.
- **On a Timetable**-A completion date should be included in the goal statement.
- **Win-Win**-The goals must allow all members of the coalition to be successful.


After the goals have been established, allow the members to review them before they are written in final form. Input and acceptance is a vital ingredient to successfully accomplishing the group's goals.

Establishing Coalition Goals

Group goals need to be a blend of individual goals. It is vital that all members of the coalition participate in goal development. This will:

- Help meet members needs and interests.
- Show how individual action can lead to group goals.
- Stimulate cooperation and commitment.

It is vital for the coalition members to write the group's goals. Goals that are in one's head are merely dreams, but written goals are a commitment.



**A problem is
a chance for
you to do
your best.**

**- Duke
Ellington**

¹⁴ National Network for Health. <http://www.nnh.org/tobacco/e-3-2.htm#2>. Setting Goals

Additional Reading ¹⁵ Bell, Charles; Smith, William & King, Jeffrery. *Coalition Goal Setting*. CDFS-4. Ohio State University Fact Sheet. <http://ohioline.ag.ohio-state.edu/~ohioline/bc-fact/index.html>

Establishing Objectives



Once the mission statement and goals have been identified, the next step is setting objectives. The objectives should be specific and measurable. Vague objectives are virtually useless because they don't really provide much direction.¹⁶

As a rule, it's best to have at least one objective per goal. If this results in too many objectives for the coalition to handle, then the goals should be scaled back to a realistic level. In deciding on objectives, coalition members should define the major activities necessary to achieve each objective, along with any estimated costs and the time frame. Once the objectives have been identified, decisions can be made regarding the need for additional funds or organizational support. In some cases, goals and objectives can be made contingent on the identification of additional resources. In those instances, if the additional money or support is not forthcoming, the goals and objectives should be deleted. Like wheels of a bicycle, as the coalition moves forward, goals and objectives come full circle and must be re-evaluated. Goals and objectives require flexibility to reflect changing laws, coalition membership and the changing perceptions of the community.

Do, or do not. There is no "try."

- Yoda, The Empire Strikes Back

A major distinction between goals and objectives is that goals are broad and objectives are concrete. For example, a community coalition may have as a goal a decrease in the availability of cigarettes to children. Objectives related to that goal could include obtaining a certain number of signatures for a petition or convincing a third of local merchants to voluntarily remove cigarette vending machines from their businesses. Objectives are practical, action-oriented and time limited.

Goals are turned into action by working from the long term to the short term. Decide what must be done and in what order. Next decide what will be done during a specific period. Design small specific bite-size programs and activities that support the short-term goals. If order is important determine a sequence for your activities. These questions will help:¹⁷

- Where does the group want to be in six months? one year?
- What "bite-size" programs or activities will move the coalition toward this position?
- What program or activity should be done at the next meeting?

¹⁶ National Network for Health. <http://www.nnh.org/tobacco/e-4-2.htm>

¹⁷ Bell, Charles; Smith, William & King, Jeffrey. *Coalition Goal Setting*. CDFS-4. Ohio State University Fact Sheet

Measuring Success¹⁸

Once a plan is developed, coalition members are eager to move forward and get on with the tasks at hand. But there is one other planning issue to consider. Coalition members should ask, "how will we know that we are being successful in achieving our goals?" Measuring success or progress toward the coalition's goals and specific parts of its action plan is important for several reasons:

- Monitoring the status of goals and objectives promotes responsibility among the coalition members and to the community.
- Reviewing the action plan annually keeps it relevant to changes in the community and in the wider anti-sexual assault movement.
- Reporting may be required by outside sources of funds.
- Obtaining funds is easier with a well documented record of success.

Plans for measuring progress or evaluating the coalition's efforts can be simple and relatively informal or more structured and detailed. Basic tools for measuring success include:

- Maintaining centralized, up-to-date files of coalition correspondence, written materials and media coverage.
- Preparing accurate minutes soon after coalition meetings. Minutes are the record of oral reports from committee chairpersons or task force leaders.
- Requesting brief, periodic written reports from task forces or committees on major initiatives.

An annual review gives the coalition an opportunity both to reflect on its accomplishments and to identify areas requiring additional or more focused effort. It is an opportunity to solicit feedback from members, especially those who may not have participated in the previous goal setting and action planning processes. Some coalitions distribute brief surveys to both active and "corresponding" members, that is, those less involved in week-to-week activities but concerned about sexual assault issues. It is an opportunity to re-establish consensus and a strong sense of direction. (See Appendix E, Coalition Self-Evaluation Instrument and Evaluating the Coalition's Successes.)



**Even if you
are on the
right track,
you'll get
run over if
you just sit
there.**

**- Will
Rogers**

¹⁸ National Network for Health. <http://www.nnh.org/tobacco/e-6-2.htm>

Steps to Starting Your Own Sexual Assault Community Coalition



Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it's the only thing that ever has.

- Margaret Mead

1. Designate key agencies or individuals who are part of the provider system. Call them. Let them know who you are, what you want to do. Be inclusive.
2. Meet with key individuals. Get to know them, find out what they do, how and where their role fits into the system. Have a vision of what the system can be, how it can perform more efficiently, where both the gaps and strengths lie.
3. Figure out the areas of turf struggle, funding competition, political friction, personal disagreement and resistance. Expect dissension and areas of disagreement and allow for change from key players. Don't be judgmental. This is where trust will become an issue. (See Notes on Building Trust in Groups pg. 13).
4. Look at problem areas as well as strengths. Disagreement should not become a free-for-all, but should be managed within boundaries of respectful professionalism. Decide ahead of time how to handle conflict when it arises. (See sections on conflict management, pg.11 and 42)
5. Invite as many of the interested parties to a roundtable discussion as possible. Listen to what people say, and write it down. This can help clarify areas of disagreement later on.
6. Define protocol. This is important because it helps clear up role expectations. What is my job; what is your job, and how do we most effectively do our jobs in a cooperative way that strengthens us both while providing quality service? Write up a joint Memorandum of Understanding between all agents. (See sample, pg. 24) Have all parties sign it!
7. Look at areas of interaction, overlap and close connection. Ask each player, "What are your expectations of the other individuals in the coalition?" Are these expectations realistic, reasonable and doable? Are there constraints within their organization or in the law which make it difficult for them to fulfill these expectations? Write up a flow chart to see how client services move.
8. Look at the Ten Functions of Community Coalitions list. (See pg, 4) Which apply?
9. Set group goals and timelines which are realistic for achieving these goals. Set aside time to meet regularly to work on these goals. Ask each person if they will personally commit to meeting for at least a year to work on this project.
10. Remember, this is a process. Give it time. Don't expect this to come together in one or two meetings. It requires a commitment, consistency and a willingness to work together.

Planning and Designing A Needs Assessment¹⁹



Your new coalition may want to consider conducting a needs assessment. Needs assessments are helpful in determining and prioritizing the needs in your community. Ideally, a broad cross section of community members participate in the needs assessment so the most accurate picture of the needs in your community is painted.

There is no agreed upon right way to conduct a needs assessment. The methods for gathering the necessary information are almost unlimited. Be creative, efficient and effective. You may not have to "work harder" if you "work smarter" in gathering what you need. Here are some guidelines to help in planning and designing a needs assessment.

1. Determine the purpose for conducting the needs assessment. Among these purposes are: generating awareness, satisfying a mandate, aiding in decision-making or promoting action.
2. Define the goals and objectives for the needs assessment. Show what it is you want to find out about whom. What type of information do you want: demographic, awareness, attitudinal or behavioral? Who will be the target audience? Decide whether you are concerned about just those clients you currently serve or if you wish to broaden your client base to the total community. Be specific.
3. Select the approach you will take in collecting the information. Decide whether the information you need exists, if a new data collection effort is needed or if you will need to use a combination of approaches.
 - Most agencies have some type of available information. For example, your organization might already have important information in a management information system (MIS) or document(s); or, you might have conducted surveys of your clients. Another potential source of information is the U.S. census. Much of that data is already summarized by county and state.
 - If the type of information you want is not available, then it must be collected. One common method is to gather data by a mailed questionnaire. Valuable information also might be collected by interviews. Observation of conditions and situations is also a potential source. Other useful techniques include the use of focus groups, public hearings or forums.
 - You may need to combine approaches. A limited amount of the information may be available, but other key data is missing.

**Learning
without
thought is
labor lost.**

-Confucius

Additional Reading ¹⁹ Thomas M. Archer, Robert Cripe, N. L. McCaslin. *Needs Assessments for Building Coalitions*, Ohio State University Fact Sheet, Making a Difference, CDFS-9 <http://ohioline.ag.ohio-state.edu/~ohioline/bc-fact/index.html>

4. Design the instrumentation and procedures. When designing them, "keep it simple." Long and complicated instruments discourage response.
 - Additionally, short instruments are less expensive to produce, distribute, collect and analyze. Once you have prepared a draft of the instrument, check it against the original proposal(s), goals and objectives to make sure non-essential information has not been included.
 - Check if it needs to be reviewed by a human subjects committee. Many universities and schools require such clearances.
5. Prepare an estimated time line and budget for the needs assessment. These activities will help keep the procedures on target. In addition, cooperating agencies will see how they can make "in-kind" contributions and help make the needs assessment more cost effective.
6. Conduct a pilot test of the instrumentation and procedures. Many mistakes can be identified and eliminated by trying them with a small group.
7. Collect the information. Limit the collection time to no more than six weeks. This will help develop a sense of urgency and keep the needs assessment targeted.
8. Analyze the data and information. If there is a large response, try to have access to a computer to conduct the statistical analyses. There are also software packages to analyze qualitative data.
9. Prepare a report of the findings. Make it as user-friendly as possible. Do not create a long document. It is probably better to divide the report into several brief documents than one long one. Consider using "white space" and figures to help communicate important points. Also, consider developing audio-visual reports. Videotapes, transparencies and slides can be effective in communicating results.
10. Evaluate your efforts. Take time after the needs assessment has been completed to judge its merit and worth. What worked well? What problems were encountered? How could you have done it better? Once the evaluation is complete, share it with others interested in needs assessments. This will provide an opportunity to learn from one another.

Tact is the ability to describe others as they see themselves.

- Abraham Lincoln

Maintaining the Coalition²⁰



Flexibility is the essential condition of a successful collaboration. No matter how carefully goals are defined at the outset, they are routinely challenged, making goal reassessment an ongoing necessity. Early "fiascos" or "aborted efforts" demand flexibility in responding to failure and the recontouring of collaborative activities. The most effective collaborations appear to be strengthened, not defeated, by disappointments and challenges.

Coalitions need to exist only as long as it is useful to its members. But, when it disintegrates before achieving its goal, it usually has fallen victim to one of these defects:

- **Failure to keep members informed about the policies and actions of the organization.** Lack of information is a prime reason for believing the coalition has been ineffective and therefore, for dropping out. To keep the information flowing, it is often necessary to publish newsletters, set up telephone networks or hold frequent discussion meetings- even when no decisions have to be made.
- **Lack of interim rewards for members.** The failure of a coalition to show some concrete results short of ultimate victory often discourages its members. To provide interim reinforcement, it may be necessary to sponsor social events: boat cruises, hayrides, cocktail parties and picnics. Important public figures, such as local office holders, may be asked to attend these activities to show support for the coalition's goals. Such gatherings are essentially surrogates for more tangible rewards, but may work well as stopgap measures.
- **Loss of key leaders.** An organization may develop a serious vulnerability if one dominant leader prevents others from sharing power. In a well-structured alliance, the leadership role is diffused so the loss of any one person would not be fatal.
- **Serious irreconcilable splits over the coalition's direction.** Such splits may suggest the coalition was weak to begin with, perhaps because it lacked requirements for cohesion, such as ideological ties. Splits tend to occur during moments of crisis when two seemingly attractive policy alternatives present themselves, or a frustrating defeat is suffered.
- **Changing conditions.** When circumstances arise that were not present when the coalition was formed, it may be unable to adapt. It perishes because its members recalculate the costs and benefits in light of the new circumstances, and the results encourage defection.
- **Delay.** Unless a coalition is intended to be permanent, the members expect it to achieve its main objective within a reasonable time.

**People
generally
quarrel
because they
cannot argue.**

**- Gilbert
K.
Chesterton**

Additional Reading ²⁰ Penne Smith, Charles H. Bell. Ohio State University Fact Sheet, *Structure - Construction of a Coalition*, CDFS-11
<http://ohioline.ag.ohio-state.edu/~ohioline/bc-fact/0011.html>

Group Training Workshop



The process will not start by itself. After the first meeting or two, announce your intention to host a partnering workshop, where team goals will be developed and relationships cemented. Decide on a date and location.

The emphasis of the workshop is on sharing ideas and creating team spirit. The workshop should not be "managed" by a single entity. Conducting it on neutral territory will remove the issues of turf.

Goals, Building Rapport

- Introduction of team members. Do this at every meeting if necessary. Take the time to introduce not only the organizations represented, but specific team members.
- Determine who the players are and what are their special talents. Determine the most efficient lines of communication. Exchange business cards and compile a master project directory. Give everyone a copy.
 - Who will be working on a daily basis with whom?
 - Who are the decision-makers?

**A journey
of a
thousand
miles must
begin with
a single
step.**

- Lao Tsu

Formulate project goals and measurement criteria.

- What is the purpose of the coalition? Do you need a community needs assessment?
- What would be required to make everyone successful?
- What stands in the way of actually achieving this type of total success? How can these obstacles be removed?

Discussion of objectives and concerns.

- Make a list of all goals and prioritize the list as a group.
- Assign responsibilities and resources.
- Review the project schedule.
- Assign responsibility for addressing concerns that cannot be immediately resolved.

Memorandum of Understanding (SAMPLE)

(This addition was thoughtfully provided by Debbie Bressette, Director of the Family Crisis Center of Bastrop, Texas. A memorandum of understanding is a written agreement between agencies stating roles and responsibilities of each group and is arrived at mutually. Your memorandum may vary somewhat and may have additions or deletions depending upon your community structure and needs.)

The Task Force is agreeing to take a pro-active response toward sexual assault. The vision of the Task Force is to develop a coordinated response that is designed to enhance safety and justice for victims, hold perpetrators accountable and provide education to the community that will encourage social change.

The four primary objectives of the Task Force:

- Protect the victim by providing crisis intervention, medical advocacy, education, and legal advocacy.
- Coordinating the interagency flow of information that will enhance communication and evaluate policies and procedures.
- Protect the victim by bringing the assailant into the criminal justice system through enhancing investigation, filing criminal charges, and prosecuting the defendant.
- Protecting the victim by imposing and enforcing legal sanctions on the assailant that will deter him/her from committing further acts of violence.

The following entities have agreed to participate in the Task Force:

Law Enforcement

Will:

- Record all 911 calls and retain sexual assault calls for prosecution
- Coordinate crisis intervention and referrals with victim advocates
- Coordinate investigation with appropriate agencies
- If probable cause exists, arrest
- Assure victims are advised of rights and services
- Train officers regarding sexual assault

Magistrates

Will:

- Assess danger to the victim when considering bail amount
- Assess danger to the victim when considering jail time
- Use Magistrate Order for Protection when necessary * Copy of Order is sent to Family Crisis Center for follow-up support

District/County Attorneys

Will:

- Coordinate victim advocacy and support services during investigation and court proceedings with victims and their families
- Inform victims and advocates of court proceedings
- Provide training for grand jury and jury members
- Obtain convictions

Criminal Court

Will:

- Provide swift incarceration if evidence is beyond a reasonable doubt
- Insure swift action including incarceration without possibility of bail if a violation occurs while the offender is on probation

Probation

Will:

- Provide specialized officers for sexual assault offenders
- Assure that the defendant abide by the terms of probation
- Insure swift filing of motion to revoke with arrest warrant, if the offender violates probation - Recommend probation to sex offender treatment

Child Protective Services

Will:

- Initiate joint CPS/Law Enforcement investigations within 24 hours of the report
- Protect victims from further abuse
- Coordinate services through the Children's Advocacy Center of Bastrop County

Hospital

Will:

- Provide SANE to perform sexual assault exams
- Allow victim advocates to support the victim in the exam room

SANE

Will:

- Provide 24 hour, 365 day local (tri county) availability of a highly trained SANE nurse
- Specially trained Registered nurses (SANE) will collect the Forensic evidence and appropriately transfer custody to the law enforcement officer
- Coordinate with the Family Crisis Center for crisis intervention, support or advocacy
- Appear before the Grand jury and at criminal proceedings to confirm evidence collection

Children's Advocacy Center

Will:

- Provide safe, non-threatening environment where child abuse victims can be interviewed/videotaped
- Review cases of child abuse with staff and the multidisciplinary team (Law Enforcement, District Attorney, and Child Protective Services)
- Provide crisis intervention for child victims and their non-offending family members
- Provide professional skill enhancing training for members of multidisciplinary team, Law Enforcement and community programs working with child abuse victims

CASA

Will:

- Provide independent investigations of cases and submit a report of findings to court
- Testify on a child’s behalf
- Make recommendations regarding placement-removal from natural home, foster placement, reunification, adoption or emancipation and future plans.
- Work alongside attorneys, social workers, therapists and other professionals to insure the best interests of the child is observed
- Monitor to insure that court orders are followed and the needs of the child are met
- Provide education and information to the public regarding child abuse and neglect
- Recruit and train volunteer advocates

Chief of Police

Date

District Attorney

Date

Sheriff

Date

Executive Director, Rape Crisis Center

Date

Executive Director, CASA Program

Date

Program Coordinator, SANE Team Medical Director

Date

Executive Director, Children’s Advocacy Center

Date

Program Coordinator, CPS

Date

Additional Reading Section



Note: Although some of these articles focus on the private sector, there are parallels that can apply to your group!

Basic Principles for Ethical Communication

Honest, ethical communication is one of the cornerstones of an effective coalition. The challenges that a sexual assault coalition faces will be formidable and will be difficult, if not impossible, to reach if group members do not communicate well with each other. In fact, one of the major challenges faced by a coalition may be creating a place where group members can be honest and share their concerns. To facilitate this communication a system for ethical communication may be helpful. These types of ground rules will assure group members are honest with one another and that opinions and concerns will be heard and considered respectfully.

1. No true group decision can be reached if one segment of members manipulates, misinforms, or under-informs another, and the decision made under those circumstances will never hold.

- Everyone knows when a secret agenda is being played out.
- Dishonest communication is an effort to gain power over others.
- To lobby, deal, or align contributes to a process that ends up dominating its members.
- Decisions made when one group of members have manipulated, will be sabotaged, overturned, blocked, and will create hostility so great that old and new members alike will leave in turmoil and disgust, not because they cannot support a decision, but because they cannot support a dishonest process.

2. Undermining another person is an unethical means of advocating a point of view.

- Every woman has experienced her beliefs being discounted as silly/female.
- People know when they or others are being discounted.
- If we do this, we drive people away.

3. Seeking power over group direction by blocking the voices of others is not effective in achieving or maintaining the desired outcome.

- Blocking or harassing the expression of others can be done by seizing on a fragment of an issue and making it the central discussion, inciting feelings through rhetoric, or invalidating the speaker.
- When this happens, the lack of long-term support for a decision is created.
- It is simply true that persons who feel that they were not allowed input will have no investment in upholding the decision and may, in fact, feel that they have the right to undermine the group or individual they perceive to have blocked/harassed them.
- When one of us blocks or harasses another into silence, the group operates without full information.

4. It is the group's responsibility to affirm each person as a valuable member of the group.

- When a person speaks his/her view, it is critical to remember that s/he is one of us.
- S/he may alone hold a view, and more important than the content of her view or ours, is the content of our behavior.
- Each of us has a responsibility to reach out and acknowledge the person who has the courage to be in a difficult position with the rest of the group.

5. It is the responsibility of each group member to insure that each other group member has adequate opportunity to participate in the decision-making process.

- Each person is responsible for noticing the group process.
 - Who is speaking
 - Who is not speaking
 - Who has made several attempts and has not been heard
 - Who has been cut off
- It is common in any kind of meeting for persons to be more absorbed in formulating their own thoughts and getting a chance to express themselves than in putting attention into easing the way for others to participate.
- Concentration by every member on the importance of each member's view begins to create a sense of trust and safety that mitigates disagreement within the group process.
- No one Chair can monitor this function completely; the benefits can only be experienced if it is a group and individual commitment.

6. Persons have a right to information that affects them.

- The obvious meaning deals with facts- "we are considering taking X action," or "we are going to change our program in X way."
- The more complex meaning is in terms of feelings we have about an individual or an action.
- If we seek perspective on our feelings, that is one thing; but something else if we seek out someone to join us in our "judgment."
- It is a gift to help a person confront a third, and is a disservice to encourage avoiding confrontation.
- We cannot continue to deny each other honest feedback, or the right to make decisions based upon real interpersonal information; nor can we avoid feedback on our judgments and feelings. Neither can we create through secret discussions allegiances against each other which weakens us as a group, dissolves our programs, degrades our work and the lessons we would teach others about constructive ways to use power.

7. Each member has an obligation to be honest with each other member; each person owes it to each other person to be straightforward with that person directly, rather than to "talk it out" with others.

- If we agree that we will not listen to one person about another except to help them confront their feelings, then we must also agree to a process that will support, give safety and strength to those who have courage.
- In tribal societies, a process of long history is:
 - a. If you've twice been moved to talk about your problems with another in private with someone else, then it is time to act.
 - b. Ask the person for an appointment with uninterrupted time.
 - c. Know that s/he may resist, - s/he may be afraid of what you'll say - s/he may not think having time with you is important to her/him.
 - d. Insist: It is your integrity you are maintaining.
 - e. If appointments are broken, or there is no resolution, tell him/ her you'll seek a third party's intervention or take it to the group. The choice is his/hers.

- ❑ Confrontation is:
 - maintaining integrity
 - not a one-shot act or a hit and run
 - not dumping or getting it off your chest
 - done with respect
 - honest
- ❑ It is foolish to believe that any conflict of personality or ideology is private business. If any persons are in serious and on-going discord, then the group will be affected.

8. The purpose of each individual's communication within a group needs to be to work toward agreement, not to shape decisions in their own image.

9. For the group to discuss another person outside her/his presence is unethical communication in the extreme.

- ❑ It is habit not to speak fully on painful or angry subjects, but instead to wait until afterwards to be with those who think or feel as you do. This blocks communication from members who would speak but know that what they say will be dissected out of their presence, rather than confronted within the support of all the members of the group.
- ❑ If supportive and respectful confrontation is to occur, then the group must also build in safeguards for the sharing of these feelings and resolving of conflicts.

10. Acknowledging feelings is not inconsistent with conducting business, and to ignore or fail to respond to conflict, pain or mistrust between members is unethical communication.

- ❑ Own up: We do know when there is conflict, pain, mistrust, allegiances, and a sense of alienation or pre-planned decision.
- ❑ By not acknowledging this situation to each other, we maintain complicity in allowing each other to be hurt, angry, isolated, and invalidated.
- ❑ We each bear responsibility for speaking out; although the feelings don't have to be dealt with right at that moment, should they go unnoticed or ignored, we are all guilty of pretending that people's needs, feelings, responses do not exist or are not important.
- ❑ If our feelings are ignored, our anger will overcome us and overthrow our work.

11. Every personal relationship between members of a group affects the group and therefore may be personal, but not always private.

- ❑ Personal relationships often provide affiliations of thought and influence. To bond is legitimate power and the group has the right to monitor that power and call individuals on it if they feel the power is being used in unethical ways.
- ❑ We've all experienced the predictable and continual disagreement between members- a relationship based on sniping and depreciation regardless of subject. If there are such conflicts, then the group has to deal with it.
- ❑ Finally, the group may be asked to help resolve conflicts/ interpersonal issues when those persons involved cannot.

12. The means is the end.

- ❑ How we do our work will determine the product.
 - how we will model for others
 - how long it will last
 - what, if any, value, it will have to our clients and constituents

Contrasting Communication Styles Among Various Ethnicities

Note: All cultures have internal variations

African Americans	Anglo Americans	Latino Americans
Hats and sunglasses may be considered by men as adornments much like jewelry and may be worn indoors.	Hats and sunglasses are considered utilitarian by men and as outwear to be removed indoors.	Hats and sunglasses are considered utilitarian by men and as outwear to be removed indoors.
Touching another's hair is generally considered offensive.	Touching another's hair is a sign of affection.	Touching another's hair is a sign of affection.
Asking personal questions of a person met for the first time may be seen as improper and intrusive.	Inquiring about jobs, family and so forth a person one has met for the first time is seen as friendly.	Asking personal questions of a person met for the first time may be seen as improper and intrusive depending on the country of origin.
Use of direct questions is sometimes considered harassment, e.g. asking when something will be finished is like rushing that person to finish.	Use of direct questions for personal information is permissible.	Use of direct questions is sometime considered harassment, e.g. asking when something will be finished is like rushing that person to finish.
"Breaking in" during conversation by participants is usually tolerated. Competition for the floor is granted to the person who is most assertive.	Rules on taking turns in conversation dictate that one person has the floor at a time until all of his or her points are made.	Rules on taking turns in conversation apply more towards children. Adults are less restrictive to one another.
Conversations are regarded as private between the recognized participants; "butting in" may be seen as eavesdropping and not tolerated.	Asking points of information or insights to a conversation in which one is not engaged is sometimes seen as helpful.	Conversations are regarded as private between the recognized participants; "butting in" may be seen as eavesdropping and not tolerated.
The term "you people" is typically seen as pejorative and racist.	The term "you people" is tolerated.	The term "you people" is typically seen as pejorative and racist.

Listeners are expected to avert eyes to indicate respect and attention.	Listeners are expected to look as a speaker directly to indicate respect and attention.	Listeners are expected to avert eyes, cross arms to indicate respect and attention.
Speakers are expected to look at listeners directly in the eye.	Speakers are expected to avert eyes, especially in informal speaking situations.	Speakers are expected to look at listeners directly in the eye.
Confederate flags and Black lawn ornaments are considered offensive and racist.	Symbols of the Old South, such as confederate flags and Black lawn ornaments, are considered acceptable by many.	N/A
Purposely including a minority person in group activities is seen as tokenism.	Including a minority person in group activities is seen as democratic.	Including a minority person in group activities is seen as democratic.
Adoption of dance patterns or music of another cultural group is suspect or considered offensive.	Adoption of dance patterns or music of another cultural group is seen as free and desirable exchange.	Adoption of dance patterns or music of another cultural group is suspect or considered offensive depending on origin.
Talking “Black” by outsiders without authorization is an insult.	Borrowing of language forms from another group is permissible and encouraged.	Talking “Mexican/Chicano/Latino” by outsiders is an insult.
Showing emotions during conflict is perceived as honesty and as the first step toward the resolution of a problem.	Showing emotions during conflict is perceived as the beginning of a “fight” and an interference to conflict resolution.	Showing emotions during conflict is perceived as weakness and not admissible.

Information in part from: “Cross Cultural Communication: An Essential Dimension of Effective Education: by Northwest Regional Educational Laboratory.

Coalition Barriers and How to Overcome Them (or Help! I'm trapped in a coalition and can't get out)

by Tom Wolff

Coalition Building Tips

Anyone who has been in a coalition will tell you that the path to success is a rocky one, often marked by two steps forward and one step back. This shouldn't surprise us! Many forces in communities and community helping systems are opposed to coalition building and community development. We must then think about the path of coalition progress as a dynamic one, one that is constantly changing with time. New obstacles (and opportunities) always keep arising. So 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 and explicit goal of coalitions is often to promote coordination, cooperation, and collaboration. But it comes as no surprise that turf, territoriality, and competition among coalition members is a major barrier to coalition success. The capacity of one organization to feel competitive with another often amazes outsiders. This competition can be just among health and human service agencies as they compete for clients and contracts, but can also be between the private sector and the public sector, between local government and state government, 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 wanting to be a part of a coalition, these turf battles would decline – but they often escalate instead.

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 the self-interest of all. 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 the reality and part of what motivates people, then we can look for strategies that take self-interest into account. It is also possible to minimize the impact of turf, territoriality, and self-interest by appealing to a larger good. In our experience with coalitions, the larger and common 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

The most frequent comment we get when we come into new communities and talk about building a new community coalition is, "Oh, we tried that once before here. It doesn't work." Most communities have had unsuccessful attempts at building cooperation and forming coalitions in their past. 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, the second key way to undo bad history is to create an open and fair process that allows everyone to participate, everyone to set the ground rules, and everyone shape the coalition's agenda. In this way, some of the factors that led to conflict in the past can be avoided in this new round of coalition building.

Barrier 3 - Failure To Act

One of the most lethal behaviors of coalitions are endless, long-term planning meetings that bog down a coalition before it ever acts. Many of us have sat on coalitions that aim to solve problems by involving a large number of important people with busy schedules, who sit around a room for over a year thinking, planning, and doing needs assessments before anything happens. In most cases, this long planning process without action is not only unnecessary, but can also 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. But citizens, citizen groups, and those in the community committed to change are often quickly turned off by such an atmosphere. Coalitions at their heart are based on creating change and demonstrating the capacity to act. It is this capacity that attracts the kinds of members who make coalitions succeed. When coalitions fail to display a commitment to action, or display a fear of advocacy, then they discourage the involvement of exactly the people who will make the coalition a success.

Strategies

Although a coalition must be able to operate in a planful manner, it must also be able to produce some actions and results in its first weeks and months of existence. These are not opposing goals. One can be involved in a careful, long-term planning process, while at the same time acting on issues like creating a newsletter, circulating a petition at a coalition meeting, or holding a public session on a controversial topic. All of these can happen within the first months of a coalition's existence. Such actions show the members and the community that the coalition is committed to making something happen, as opposed to writing reports that sit on someone's shelf. In order to keep players in the coalition from the start, the coalition must be able to demonstrate a commitment to action and then it must indeed act. Both commitment to action, and action itself must be sustained throughout the history of the coalition.

Coalition Barriers and How to Overcome Them: Part II

by Tom Wolff

In our last tip sheet we began looking at the barriers and difficulties that can get in the way of a coalition reaching its goals. There are many of them. Here we continue this examination. We then identify practical strategies your coalition can use to overcome barriers and difficulties you may face.

Barrier #4 - Dominance by Professionals

Although key professionals in communities are often important members of coalitions and can be especially helpful assets, they can also become barriers. This happens when professionals dominate the process. Most members might then be professionals, the view of the community is generated only by professionals, and the control of the coalition is 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 went about designing and opening a teen center without any input from the teens themselves. When no teens showed up in the first months, the professionals perceived the teens as being apathetic and blamed the teens for the problem. The providers did not recognize that only by consulting with teens, and letting them decide how best to set up the teen 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." These are people who have professional roles in communities, but who are also active citizens of the community, and therefore can wear both hats. Having citizen helpers does not eliminate the need to have citizen members who are not in a professional, formal helping role. Often, to get citizen input requires the coalition to actively go out in the community, talk to citizens, and test out new ideas before they are implemented. Unless the coalition is constantly asking the community what it wants and then responding to it, it will be hard to overcome the dominance of both professionals and professional "deficit" models.

Barrier #5 - Lack of a Common Vision

Increasingly, we are seeing examples of coalitions, often funded coalitions, where there is clear disharmony and disagreement around the coalition's goals. When these are funded coalitions, it is often the case that the original group that formed the coalition did so because they were attracted by the dollars, not by a common vision. This does not automatically rule out a common vision, but certainly creates a barrier to that process. In these situations, it is often a matter of "Take the money and run" rather than "We are hereto create a joint vision and joint changes for our community." The existence and failure of these coalitions because of a lack of common vision potentially threatens the success of the whole coalition movement.

Strategies

Clearly, the most helpful strategy would be to develop a common vision before the onset of the coalition. Grassroots community coalitions typically have that; for example, the neighbors in the community all get together to make sure that the community playgrounds are safe. Where the joint vision has not emerged at the start, or dissolves quickly after the writing of the grant application, then there needs to be a clear planning process which involves visioning, revisiting the mission, clarifying the goals, and articulating objectives and action plans. This will help the coalition see whether there are indeed shared tasks that members wish to work on together. If there are not, the coalition needs to be brave enough to dissolve. If there are, the coalition can rewrite its 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 very regular, and 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. There are coalitions where there is a lack of leadership - many lieutenants but no generals. The coalition then seems to flounder, not heading in any one direction nor accomplishing any one task. Often coalitions that manage to exchange information but never move forward to action suffer from the above difficulty. On the flip side, we see coalitions with a single dominant leader who does not delegate, who does everything him/herself. As with any other organization, we then find that the members or followers 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." The creation of that kind of staff role implicitly undermines the creation of new leadership roles among the members.

Strategies

Coalitions must consciously foster the development of leadership among all their members for coalition tasks, and also seek out new individuals to take leadership roles in the community. Leadership must be seen as multi-faceted and occurring in many ways -not just who runs the meeting, or who chairs a task force; but also who volunteers to get people to come to a meeting, who sets up refreshments, or who is the lead person behind the scenes making things work. Each of these are leadership roles. Coalitions must regularly evaluate how their organizations themselves are being led and how good a job they are doing at creating leaders.

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 that are scheduled are often inaccessible to working citizens in terms of time, space, and the language and culture of the meetings. Suppose a group of providers talks about funding sources coming from the state, using a variety of acronyms and initials; ordinary citizens quickly understand this is a world that they are not a part of, they may not return.

Strategies

Obvious strategies include not only making meetings more accessible in terms of language, time, space, and 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, the health and human service system from clients and patients. Rebuilding these links, and the accountability of the systems to the citizens, is a critical piece of coalition work.

In some ways, it seem that the major strategy here has to be an investment of funding into identifying and supporting and - if they are missing - creating citizen advocacy groups so that citizens 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.

If you didn't see your favorite barrier above - wait for the next installment, or call (413-253-4283), write (24 South Prospect Street, Amherst, MA 01002), or e-mail <HN1877@handsnet.org>. The Doctor is in.

AHEC/Community Partners
24 South Prospect Street
Amherst, MA 01002

Mission Statement Worksheet

Why does this organization exist?

What would happen if this organization *did not* exist?

What are its most important functions?

Who are its current members? **Why** have they joined?

Who are its potential members? **Why** should they join?

What are the organization's *unique* strengths?

What is the job that only it can do?

Source: Adapted from Pennsylvania Public Health Association handout, 1995

Coalition Self-Evaluation Instrument²¹

Ongoing self-evaluation is an important part of the coalition development process. Evaluation can be used to assess accountability, program effectiveness, and program improvement. This evaluation questionnaire is especially useful when it is completed by active members after a major coalition activity.

Instructions.

Rate each aspect of the coalition's capacity to take effective action from 1 [low] to 5 [high]. Make comments and suggestions about the factors that influenced your rating.

1. **Goals** Common goals for the coalition should be shared and understood by members.

Rate the level of understanding that members have of the coalition's goals.	Low	High
	1 2 3 4 5	
<hr/>		
<hr/>		

2. **Outcomes** Coalition members should identify benefits that can be achieved by working together and clearly understand the expectations of the coalition.

Rate the awareness of coalition members of the outcome/payoff to themselves and their organizations.	Low	High
	1 2 3 4 5	
<hr/>		
<hr/>		

3. **Leadership** Leadership should help the coalition move toward agreed upon goals in a timely manner.

Rate the effectiveness of the coalition's leadership.	Low	High
	1 2 3 4 5	
<hr/>		
<hr/>		

²¹ National Network for Health. <http://www.nnh.org/tobacco/appe-18-2.htm>

4. **Commitment** There should be commitment by each member to continue working together toward the mission, goals, and priorities of the coalition.

Rate the commitment of the members of the coalition to the coalition.	Low	High
	1 2 3	4 5
<hr/>		
<hr/>		

5. **Communication** There should be plans to insure clear and prompt communication within the coalition as well as to plans for media contacts and spokespersons on specific issues.

Rate the effectiveness of the coalition's communication both formal and informal.	Low	High
	1 2 3	4 5
<hr/>		
<hr/>		

6. **Turf** The coalition as a whole should be aware of each participant's commitments outside the coalition and possible areas of conflict of interest.

Rate the positive resolution of turf issues within the coalition.	Low	High
	1 2 3	4 5
<hr/>		
<hr/>		

7. **Diversity** The coalition should strive for diversity in the backgrounds of coalition members. The coalition leadership should reflect the gender/ethnic/racial backgrounds of the coalition members.

Rate the diversity in the coalition's membership and leadership.	Low	High
	1 2 3	4 5
<hr/>		
<hr/>		

How Coalitions Can Enable Community Capacity Building

An enabling system is a coordinated network of organizations which nurture the development and maintenance of a grassroots community development process through the provision of resources, incentives, and education. Coalitions can manage, sponsor, network, or broker the components of this system in order to build community capacity. The components or types of assistance that coalitions need to make available to individuals and institutions constitute a variety of types of assistance to help build community capacity and include the following elements;

Training and consultation. This involves team, staff, local trainer, and leadership training, as well as consultation on community, organizational, and programmatic issues and strategies.

Information and referral. Coalitions can give out information on model programs, provide data on community conditions, research information and resources (e.g. funding, training conferences, consultants, volunteers.)

Networking and coalition development. Assistance can be provided in order to form networks and coalitions at local levels (e.g. neighborhoods) or among institutions and people with common interests and needs.

Communications. Coalitions can only be effective if they foster communications among members, the public, and larger systems. Coalitions can promote communication through newsletters, TV and radio programs (e.g. community access cable stations), conferences, and electronic bulletin boards.

Incentive grants and recognition. Coalitions can encourage innovation, experimentation, and diffusion of successful local programs by developing funds to incubate new strategies, and provide public recognition and awards to successful local collective efforts.

Public information and social marketing. Coalitions can also use the media (electronic and print) to promote public involvement and ownership of initiatives. They can also assist in the identification of public priorities, concerns, and resource usage. Coalitions can facilitate the fit between public needs, preferred methods of service delivery, and agency responses. coalitions can even increase public access to resources by publishing printed or electronic resource directories.

Research and evaluation. Coalitions can facilitate their communities' learning process through research and evaluation services. These are services generally too expensive and involved for any one agency to provide to the community alone. Coalitions can sponsor or conduct action research projects; evaluate systems, services, and products; facilitate the evaluation of local programs, and train local evaluators to work more effectively and appropriately with community leadership; provide feedback on research findings; and develop action principles to guide strategy development.

Managing Conflict in Groups- Ideas From the Business Sector

*Taken from: Conflict: An Important Dimension in Successful Management Teams.
(Organizational Dynamics)*

While some types of conflict can be detrimental to a team's success, other forms create a more open, more creative, and ultimately more productive team. The key is knowing how to steer the team toward constructive conflict.

Creative solutions can come from many different sources; leaders recognize the need to establish the structure to facilitate the process.

Conflict is a natural part of the team environment. But to be effective, teams must be able to manage that conflict--and how they do so brings out the best or the worst of team involvement. Here are two types of conflict that teams must manage to enhance their value to the organization.

As an organizational tool, coalitions can expand the role of society beyond the level of "tasks to be performed." Instead of having only responsibility for the specific duties, the team-member becomes involved in the larger operations of the organization. A team environment prompts the employee to spend more time considering his or her role in relation to the larger societal goals. Consequently, teams can be looked upon as a means of focusing individual attention beyond narrow duties to the broader role of meeting external needs, such as the needs of the survivor.

Teams have also proved useful in improving the quality of decision making, helping to build consensus and support for action, and helping to build a cooperative, goal-oriented culture. Team interaction helps to build the consensus that is so essential to the execution of a decision. In theory, by having everyone participate in a decision, a better decision should result--one that everyone will accept and work toward.

This is critical when the coordinated efforts of key people are essential to reaching organizational goals. When creative solutions are needed, teams are especially beneficial because their diverse members can evaluate new and different ideas. Everyone can be called upon to suggest creative ways to better serve the client with improved processes and procedures. These solutions may be modifications to existing processes or could involve a total "rethink" of the problem itself--what is sometimes called "finding a new paradigm."

The reality, however, is often different from the promise. As a result, we are beginning to hear some groups voice discouragement, even cynicism, with the use of teams in the business and corporate sector. While teams offer the potential of major breakthroughs, too often they slow the decision-making process. Moreover, the resulting decisions are not much different from what the team leader might have concluded alone. The difference is that in the area of sexual assault, every member has some part of the process where they are the "expert" and work on one component of the "problem." All of the components must fit together to make a workable whole.

Other Problems in the area of conflict to be considered

Decisions over important issues can breed a win/lose mentality, with "political gamesmanship" overpowering a view of what is best for the organization. Team meetings can drag on forever. "Compromised" decisions, sacrificing good business judgment for the sake of "total agreement," fuel frustration among organizational leaders and team members alike. This blight is known as "groupthink," and it infects any group that fails to critically evaluate its own ideas, choosing instead to "get along" rather than challenge their assumptions and perspectives.

In one study, researchers found that how the teams managed conflict was the crux of team effectiveness. In this study the successful teams used conflict to their advantage to arouse discussion and stimulate creative thinking. The less successful teams did a poor job of managing and resolving their differences. They found conflict to be a burden--something to be avoided. This avoidance led to poor decisions and a poor use of the team as a way to improve both decision making and acceptance of the decisions that were made.

Conflict is central to team effectiveness because conflict is a natural part of the process that makes team decision making so effective in the first place. Effective teams know how to manage conflict so that it makes a positive contribution. Less effective teams avoid conflict altogether or allow it to produce negative consequences that hamper their effectiveness. This is one of the paradoxes in understanding the role of teams in organizations. While a number of studies have found that conflict is important to a team's effectiveness, just as many studies have concluded that conflict can harm a team's effectiveness.

Are there different types of conflict? Is some conflict good and some conflict bad? Over and over during the researchers' interviews with team members, they heard that conflict can improve decision making and enhance a team's performance. They also heard, however, that conflict can create more problems than it solves and thus should, in many instances, be avoided altogether.

Understanding how teams manage conflict first requires understanding that not all conflicts are created equal. The consequences of conflict, whether positive or negative, are largely dependent upon the types of differences that lead to the disagreement. They found that teams generally experience two types of conflict--one that improves team effectiveness and one that is detrimental to teams.

C-Type Conflict

In essence, while disagreements among team members are bound to occur, so long as they focus on substantive, issue-related differences of opinion, they tend to improve team effectiveness. Conflict theorists call these types of disagreements cognitive conflict, or C-type conflict.

While conducting their interviews, it became clear that this type of disagreement is a natural part of a properly functioning team. Natural, because as team members gather to make important decisions, they bring different ideas, opinions, and perspectives to the table. C-type conflict occurs as team members examine, compare, and reconcile these differences. This process is key to the team's ability to reach high-quality solutions that are understood and accepted by team members. Thus, most of the managers with whom the researchers spoke believed that C-type conflict improves overall team effectiveness.

C-type conflict is beneficial because it requires teams to engage in activities that are essential to a team's effectiveness. C-type conflict focuses attention on the all-too-often ignored assumptions that may underlie a particular issue. By facilitating frank communication and open consideration of different alternatives, C-type conflict encourages innovative thinking and promotes creative solutions to problems that otherwise might seem insurmountable. As a consequence, C-type conflict improves the quality of team decisions. In fact, without C-type conflict, team decisions are little more than the decisions of a team's most vocal or influential member.

In addition to improving decision quality, C-type conflict also seems to promote acceptance of the decision itself among the team members. By encouraging open and frank communication and by integrating the various skills and abilities of the team's members, C-type conflict builds understanding and commitment to the team's goals and decisions. Team members told us that, as they engage in C-type conflict they tend to "buy into" the decision. The result is not only a better decision but a decision that can be more effectively implemented throughout the organization.

A-Type Conflict

We also heard frequently that conflict can be harmful. Our study participants explained that conflict can provoke so much animosity among a team's members that decision quality actually declines along with the commitment and understanding necessary to get the decision successfully implemented.

Unlike disagreements over substantive issue-oriented matters, which seem to be largely beneficial, disagreements over personalized, individually oriented matters are largely detrimental to team performance. Conflict theorists collectively call these types of disagreements affective conflict--what we call A-type conflict. A-type conflict lowers team effectiveness by provoking hostility, distrust, cynicism, and, apathy among team members.

The descriptions we heard of A-type conflict all focused on personalized anger or resentment, usually directed at specific individuals rather than specific ideas. We found it especially interesting that these A-type disagreements seemed to emerge when instances of C-type conflict somehow became "corrupted." For example, a vice president at a \$300 million international food processing and distribution company told us that when team members challenge one another about their different opinions, "Sometimes they get angry." This individualized anger can persist well beyond the boundaries of the task at hand.

Unlike C-type conflict, A-type conflict undermines team effectiveness by preventing teams from engaging in the kinds of activities that are critical to team effectiveness. A-type conflict fosters cynicism, distrust, and avoidance, thereby obstructing open communication and integration. When that happens, not only does the quality of solutions decline, but commitment to the team itself erodes because team members no longer associate themselves with the team's actions.

Effective teams learn to combine the diverse capabilities of their members. In contrast, team members who are distrustful of or apathetic toward one another are not willing to engage in the types of discussions necessary to synthesize their different perspectives. As a consequence, the creativity and quality of the team's decisions suffer.

Likewise, team members who are hostile or cynical are not likely to understand, much less commit to, decisions that were made largely without their participation. Thus, in the best case, these members are unable to carry out the decision because they do not understand it. In the

worst case, these disgruntled team members are unwilling to work to implement the decision as intended. A-type conflict also undermines a team's ability to function effectively in the future. Team members who have been burned by A-type conflict are less likely to participate fully in future meetings.

We heard this sentiment repeated in different ways by nearly all of the team members we interviewed. Basically we were told that as teams experience greater A-type conflict, they tend to become less effective. They make lower quality decisions, their members become less committed to seeing the decisions implemented, and their members become less accepting of the team and its goals. The implication is that for all the different measures of team effectiveness, C-type conflict improves team performance and A-type conflict curtails team performance.

HOW TEAMS MANAGE "C" WITHOUT GETTING TRAPPED IN "A"

On the basis of our experiences, the most effective teams are those that seem to be intuitively aware of the two types of conflict. Teams that understand the importance of C-type conflict, and that can use C-type conflict without provoking A-type conflict, seem to develop attributes or abilities that other teams do not have. These attributes or abilities are fundamental to team effectiveness. And while they seem to flourish in the presence of C-type conflict, they all but disappear in the presence of A-type conflict. We labeled these attributes focused activity, creativity, integration, and open communication.

Focused Activity

Effective groups are focused. Focused groups get to the core issues of the problem and stay close to the core. They stick closely to the task at hand and make decisions quickly and efficiently. Less effective groups allow issues to wander. They labor over trivial points and allow task goals to take a back seat to social facilitation. As a consequence, focused groups define problems and develop solutions more quickly than less focused groups.

For example, in a large academic department of a Midwestern university, departmental meetings would regularly last three to four hours. Conversation would drift to matters not relevant to the issue at hand. The end result was a high degree of frustration by members of the team that meetings were a waste of time; nothing ever seemed to get done. A new department chair was hired, one who ran a more focused meeting. To keep the team on track, he would publish an agenda with maximum discussion times indicated for each agenda topic. After the agenda time expired, the team voted on whether to continue on the same topic, vote on the issue at hand, or table the issue for a future meeting. The end result was a higher degree of satisfaction by most team members that their meetings were more productive, and significantly shorter.

Teams that are comfortable with C-type conflict can quickly identify and address the problem and its possible solutions. They can evaluate different alternatives quickly and efficiently without worrying about the political ramifications of their choices. Thus, they can move quickly to closure and on to other matters. Teams that are uncomfortable with conflict tend either to avoid it altogether or allow the conflict to drift onto any number of unrelated issues. Both produce long, meaningless discussions that seem to go everywhere except in the needed direction. The end results are frustration and cynicism.

Creativity

Effective teams encourage thinking beyond normal options. Creativity comes from getting the group to think of problems differently and finding solutions that approach the problem from a totally new perspective. Bob Galvin, former CEO of Motorola, stressed the importance of "listening to the minority report." He particularly wanted to hear opinions that were out of the mainstream. The goal was to generate as many ideas as possible and approach each with an open mind.

CSX Railroad encourages creativity through the use of "stretch goals" that force teams to look for innovative solutions. The only way to reach these types of goals is to rethink the entire system. Teams have the potential ability to synergize the thoughts and perspectives of their different members, extracting and combining the strongest parts of each member's ideas. As a consequence, teams are often able to produce innovative solutions to problems that seem insurmountable to single individuals.

C-type conflict is at the very heart of team creativity. By encouraging dissenting opinions and promoting innovative suggestions, Galvin was cultivating C-type conflict. As the president of the above-mentioned furniture manufacturing company said, "We don't need people who just agree." One of the benefits of having diverse team members is that the resulting conflicts will inspire creativity and innovative solutions to problems that, from the perspective of any single individual, looked hopeless. A vice president at a \$15 million processing firm told us that "sometimes one of us will see something that the other ones do not see."

However, conflicts that arouse personal animosity and that strain the interpersonal relationships among the team members obstruct creativity. In the Motorola example, for instance, if some team members felt threatened by other members of the team, they would not likely be willing to offer their creative ideas. Hence, the fruits of A-type conflict--anger, apathy, and avoidance--can undermine a team's ability to produce innovative solutions.

Open Communications

Effective teams have more open communication than less effective teams. Effective teams enjoy a culture that allows their members to speak freely and challenge the premises of other members' viewpoints, without the threat of anger, resentment, or retribution. Open communications are central to getting sincere involvement from team members, which enhances decision quality and reinforces team consensus and acceptance. Less effective teams seem to have less open communications. Team members offer only guarded responses and are fearful of expressing their true opinions. Often, those in less effective teams feel the need to be politically sensitive with their comments. This leads to less communication and results in less effective teams.

Open communications are central to team effectiveness and conflict is a key to maintaining open communications. As one vice president at that food processing plant expressed, "I have a graduate degree in food engineering; another VP's background is in sales. When we make a decision he speaks from his expertise and I speak from mine." Team members overcome this functional specialization by asking one another questions and challenging one another's assumptions. The vice president called this process an "exercise" that facilitated understanding and uncovered flawed logic and outright mistakes.

Naturally, this sort of frank, open, and honest communication produces some disagreement and conflict. Again, however, if team members recognize that the conflict is task-oriented and designed to improve their overall effectiveness, they tend to respond to it positively. It is when the conflict appears to have unhealthy motivations that it begins to undermine team communication. When disagreements seem to be self-serving, promoting the interests of one at the expense of another, team members adopt a defensive stance that prevents open and honest communication.

The message is clear: Teams that can manage conflict can keep the lines of communication open. In theory, open communication and type conflict are two sides of the same coin. Each should flourish in the presence of the other. When teams do not manage their conflicts well, however, A-type conflict erupts and team communication inevitably suffers.

Integration

Effective teams make the fullest possible use of all their members. Effective teams are conscious of the need to include and get the best from all of the members of the team. In less effective groups, there is often a disproportionate contribution between members. The value of using a team is lost if only a minority of team members play an active role in the decision-making process. Leaders of effective teams, more often than not, help to integrate all team members by seeking out opinions of those who are less active and attempting to moderate the contribution of those members who monopolize the discussion. Integration is particularly important to obtaining a commitment to the decisions being made.

Teams that encourage discussion, debate, and integration can gain higher levels of satisfaction from their members than teams that ignore their differences. The ability to manage conflict so that team members feel free to state their concerns or opinions, even when those concerns or opinions counter the majority, is key to achieving integration of the team members. Obviously, the role of the team leader is central in getting each member of the team involved, as well as building the sort of culture that will improve the team's effectiveness. To that end, we now focus on how to build that sort of culture.

MAKING CONFLICT WORK IN TEAMS

The question for teams is not so much a matter of whether to allow conflict, but how to channel it when it exists. The research on the subject, supported by our own experiences, is clear: conflict can improve team effectiveness. The problem is that, once aroused, conflict is difficult to control. Sometimes it remains task focused, facilitating creativity, open communication, and team integration. In other instances, it loses its focus and undermines creativity, open communication, and integrated effort.

Teams must accept conflict if they are to reach their full potential. But, by allowing conflict, teams run the risk of provoking destructive, A-type conflict. Teams become more effective only when they encourage the good conflict and restrain the bad conflict. The real issue is how to do this so as to get the most beneficial aspects of conflict to improve team performance.

One theme that surfaced repeatedly in our interviews held that the responsibility for managing conflict within the team falls disproportionately on the team leader. The following eight steps provide a set of strategies for the team leader to use to build an effective culture before, during,

and after the team interactions. Developing the appropriate culture must be the central focus of the leader's responsibilities.

1. Disseminate a full agenda early. A meeting doesn't just happen; it is planned. A team leader needs to build a positive focus to the meeting and create a full understanding of the team's purpose in the process. Thus, an agenda is critical. An agenda provides focus and can do much to reduce A-type conflict. For example, the leader can order the agenda to discuss the less controversial items first. This may encourage participation while desensitizing the team members to the more emotional issues to come later.

If meetings begin with a highly-controversial issue in which team members have a personal stake, C-type conflict may quickly erode into A-type conflict. In other words, a team that gets off on the wrong foot may find it difficult to get back on track. Making less sensitive decisions first may also give the team momentum for making more controversial decisions later. Once they have achieved early successes, team members may begin to feel more like members of an effective team.

It may be helpful to require that the agenda not only have an itemized list of proposals to consider, but also include the proposals and their rationales. This has the advantage of allowing members to consider proposals ahead of time and get clarification if needed. In addition, team members will have a sense that all the issues are aboveboard and that each team member is coming to the meeting with full knowledge of the issues to be covered. This will save time in the meeting, in that proposals will not have to be formulated, only modified through the team's discussions.

Also, allowing the team members to consider the proposals before the meeting gives them the time to carefully formulate their own reactions. This will improve the quality of the discussion and the resulting decision. Presenting surprise proposals at meetings is not a good strategy to build trust.

2. State the philosophy for the team and back up that philosophy. Stating the philosophy behind team decision making will be helpful. A discussion of the importance of C-type conflict to the process, combined with cautions about the dangers of A-type conflict, should be a part of this discussion. The team should openly consider how the team leader should act when A-type conflict begins to arise. The road map that evolves from this discussion will help the group understand the positive and negative aspects of conflict and what ways might be used to ensure that the process stays on track toward C-type conflict.

Provide the right environment for the meeting. Providing the appropriate environment can increase the team's performance and reduce A-type conflict. For example, seating location at the meeting might be assigned in advance so that there are no appearances of coalitions. Having team members seated in a neutral order that keeps members from the same department separate may foster the development of networks and friendships within the total team. The goal is to focus on the group as the center of relationships, not the various organizational departments that team members represent.

Finally, even the shape of the meeting table can help reduce the potential for affective conflict. Round tables neutralize status or power. Rectangular tables accent status or power, giving the person at the head of the table the appearance of greater command.

While these sorts of details may seem petty to some, remember the kind of environment that needs to be created. Members with negative dispositions are likely to read the worst into every situation and thus may respond to the perception of A-type conflict, even when none is present.

4. Have behavioral strategies to run the meeting in mind before the meeting begins. While structuring the team meeting is important, the behavior of the team leader is central to keeping the meeting productive. What kinds of traits should the team leader exhibit? There is a great deal of research indicating that openness and cooperativeness are necessary for the effective use of conflict. Increasing the level of openness to diverse and dissenting opinions can stimulate C-type conflict where none previously existed. Similarly, encouraging and rewarding cooperativeness can avert some of the personal insecurity and distrust that prompt A-type conflict. In our own experience, we found that teams whose interactions were open to and tolerant of criticism and dissent experienced more positive C-type conflict. We also found that more cooperative teams experienced less negative A-type conflict. For example, the president of a \$42 million wholesale distribution firm we interviewed stated that his primary responsibility was to "initiate a cooperative decision-making system" where openness and cooperation are encouraged.

Openness and cooperation do not just happen, however. The leader has to have strategies to ensure a climate of openness and cooperation. This is difficult because the leader is also concerned with proceeding with the stated agenda. Sam Walton, founder of Wal-Mart, would often appoint someone else to lead the team through the agenda during the company's Saturday morning corporate general meetings. Walton would then be free to focus on the process aspects of the meeting, observing elements such as, "Are people understanding what the organization is trying to do? Do people agree with what is being said? Is there commitment toward the goals? Is dissent being shared so that it can be dealt with openly?" He would interject into the meeting asking questions validating what was being said, or challenging team members to become the devil's advocate. Obviously, to fulfill this role the leader must "read" the verbal and non-verbal cues from the team, which is hard to do when the leader is also directing the agenda.

5. Keep a sense of where the discussions are going. To further encourage cooperativeness and openness, the team leader may need, at least initially, to facilitate and strictly monitor team discussions in order to limit personalized statements made during heated debate. Personalized statements such as "your idea," or "my department," or "you don't know what you are talking about," or "you don't understand our situation," place emphasis on the individual rather than the idea. Such individual emphasis may detract from the collective group nature required to make effective decisions. These types of statements would move conflict toward A-type and away from the C-type.

Personalized or individualized statements may also anger some individuals, further reducing openness and cooperativeness. For example, the VP of marketing may suggest to the VP of operations that he or she alter the production schedule to meet a unique demand in the marketplace. If the VP of manufacturing responds, "You don't know what you are talking about because you don't understand our operation," the VP of marketing will probably respond as though personally attacked. Such an attack would likely result in hostility and anger, which would likely prompt a personal counterattack. Once aroused, this groundswell of A-type conflict would undermine the chances of reaching any sort of solution that would be satisfactory to both parties.

6. Channel discussion from A-type conflict toward C-type conflict. The team leader needs not only to monitor team discussions, but also to channel discussion from A-type conflict back toward C-type conflict. It is not sufficient merely to monitor the process--the leader must also act to keep the group focused on the positive aspects of open discussions. It takes particular skill for the leader to be sensitive to the behavioral dynamics of the meeting. The leader must balance the goals of open and frank discussion of the issues while also trying to reduce the tendency towards A-type conflict. In essence, the leader is trying to draw people out to get their opinions, but also trying to get those opinions by a means that will not personally attack others in the process.

However, when the leader suppresses A-type conflict, he or she runs a risk: might the rest of the group read into it that the leader really only wants to hear one side of an argument? That possibility makes the leader's job doubly difficult and it takes a well-focused leader to encourage a full discussion of the topic in a C-type manner while making it clear that A-type conflict will not be tolerated.

The team leader may need to hold an open discussion on why he or she wants to change the direction of the discussion. This may be necessary to help team members understand how to focus their comments so they are directed toward the issues and not toward the individuals. Initially at least, it will likely be hard for team members to see the difference. Research has shown that most people cannot readily distinguish between the different types of conflict. As children, we learned to think of ourselves as "bad" when we were corrected for acting in a certain way, rather than to see the action as "not appropriate." Hence, the leader has quite an education job to do.

7. Support the team. A leader must continually exhibit behavior that shows support for the team. As discussed above, there is a need to focus the team so that it is functioning as a team and not a collection of individuals. This team focus increases the caring nature of each member toward each other and builds support for the team decision. Support for the team is important as it tends to replace much of the "you versus me" mentality of individual group members with an "us" mentality, which is essential for trust and confidence to develop. A stronger sense of identity will strengthen the group's ability to wrestle with meaningful, positive conflict without the destructive nature of negative conflict.

8. Be proactive and reactive, not passive. To take many of the concepts above and roll them into one set of actions, the team leader must actively support a positive culture for the team. The development of this culture is done before, during, and after each team interaction. The leader's behavior needs to focus on building the team and the culture that will support active debate that is positive and constructive. The leader needs to be supportive of group members to bring them into the decision process and to ensure that they believe that their views are being heard and acted upon.

The practice of distributing a full agenda, with proposals attached, before the meeting, demonstrates that each member is important to the team. This action implies that each member should have an opportunity to consider the agenda in advance in order to develop their own opinions. In addition, the leader should contact team members in advance to see that they understand the issues that will be considered in the meeting. This reinforces the importance of each member to the process. During the meeting, the leader continues the job of reinforcing a climate that is supportive of the group and the group's work. Again, the goal is to build a team-centered decision-making body in which every member is a valued and important contributor.

After the meeting, the leader can do much to further reinforce the team and build a performance-centered culture. Minutes that reflect the issues and thinking of the meeting can be shared and the leader can thank each member personally for their contributions. The leader can also reward the team as a whole for their efforts rather than try to single out individuals for particular praise or attention.

CONCLUSION

Our investigation has shown that the ability to discourage A-type conflict while encouraging C-type conflict is critically important to the overall team success. Unfortunately, the task is not at all simple, and many teams perform well below their potential. However, by focusing on critical, fundamental issues--not the personalities of the participants--teams are, at least, pointed in the right direction. This discussion can best be summed up by the CEO of a petroleum firm who stated, "Our biggest problem was that we found that we were making lousy decisions. Basically, we found that we had two groups left standing at the end of our meetings, those who won and those who lost." Not surprisingly, this team experienced a great deal of A-type conflict. However, when it adopted techniques that nurtured only issue-related conflict, the focus changed dramatically. "We found that our decisions were of higher quality," noted the CEO, "and we had only one group standing at the end—all winners."

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A Community Checklist: Important Steps to End Violence Against Women

“...what can we do about it?”

On July 13, 1995 we created the Advisory Council on Violence Against Women to help promote greater awareness of the problem of violence against women and its victims, to help devise solutions to the problem, and to advise the federal government on implementing the 1994 Violence Against Women Act. From police to doctors to clergy, the Advisory Council's 47 members draw on the many different professions that can help fight violence against women and assist victims.

Members of the Advisory Council have created working groups that focus on different segments of the community and what they might do to address the problem of violence against women. At the third meeting of the Advisory Council, held on July 18, 1996, each subgroup created a checklist of important steps communities can take to end violence against women. We are grateful for their input and for the commitment of each member to this issue.

This checklist identifies actions that can be taken by the religious community, colleges and universities, law enforcement, health care professionals, the sports industry, through the media, and in the workplace. We also recognize that there are many other facets of the community that can have a significant effect in this effort. The initial distribution of this booklet is taking place during October 1996 in recognition of National Domestic Violence Awareness Month.

This is not intended to be an exhaustive list but is meant to offer some straightforward, practical suggestions that we believe can make a difference in communities across the country. By coming together as a community, exchanging ideas, and coordinating efforts, we can begin to end this violence which destroys so many American lives.

Janet Reno ||| Donna E. Shalala

Religious Community

The religious community provides a safe haven for women and families in need. In addition, it exhorts society to share compassion and comfort with those afflicted by the tragedy of domestic violence. Leaders of the religious community have identified actions to share with the nation to create a unified response to violence against women.

- Become a Safe Place. Make your church, temple, mosque or synagogue a safe place where victims of domestic violence can come for help. Display brochures and posters which include the telephone number of the domestic violence and sexual assault programs in your area. Publicize the National Domestic Violence Hotline number, 1-800-799-SAFE(7233) or 1-800-787-3224(TDD).
- Educate the Congregation. Provide ways for members of the congregation to learn as much as they can about domestic and sexual violence. Routinely include information in monthly newsletters, on bulletin boards, and in marriage preparation classes. Sponsor educational seminars on violence against women in your congregation.
- Speak Out. Speak out about domestic violence and sexual assault from the pulpit. As a faith leader, you can have a powerful impact on peoples' attitudes and beliefs.
- Lead by Example. Volunteer. Volunteer to serve on the board of directors at the local domestic violence/sexual assault program or attend a training to become a crisis volunteer.
- Offer Space. Offer meeting space for educational seminars or weekly support groups or serve as a supervised visitation site when parents need to visit safely with their children.
- Partner with Existing Resources. Include your local domestic violence or sexual assault program in donations and community service projects. Adopt a shelter for which your church, temple, mosque or synagogue provides material support, or provide similar support to families as they rebuild their lives following a shelter stay.
- Prepare to be a Resource. Do the theological and scriptural homework necessary to better understand and respond to family violence and receive training from professionals in the fields of sexual and domestic violence.
- Intervene. If you suspect violence is occurring in a relationship, speak to each member of the couple separately. Help the victim plan for safety. Let both individuals know of the community resources available to assist them. Do not attempt couples counseling.
- Support Professional Training. Encourage and support training and education for clergy and lay leaders, hospital chaplains, and seminary students to increase awareness about sexual and domestic violence.
- Address Internal Issues. Encourage continued efforts by religious institutions to address allegations of abuse by religious leaders to insure that religious leaders are a safe resource for victims and their children.

Colleges & Universities

Colleges and universities offer important opportunities to educate young men and women about violence against women. Experiences on campuses will be carried forth to everyday life and will influence future actions. Therefore, every effort to inform students may mean one less victim abused or one less crime committed. Leaders in higher education have identified the following strategies to assist educators across the country in reaching out to students and communities, and to make campuses safe places for women.

- Make Campus a Safe Place. Evaluate the safety and security of the campus environment and the quality and availability of resources to insure safety. For example, establish campus escort services through campus security and student government programs.
- Increase Awareness. Educate your students, faculty, and staff about the problem of sexual assault and dating violence on college campuses. Provide adequate training on the signs that often accompany abuse, on victims' legal rights and on available resources.
- Target Special Groups. Identify target groups (e.g. new students, fraternities and sororities, athletes, etc.) on your campus and develop specialized training and resources for them.
- Coordinate Resources. Identify resources addressing violence against women on your campus and bring together local community and university service providers.
- Encourage Reporting of Violence. Through orientation and awareness programs on campus, encourage students, faculty and staff to report incidents of violence. Develop effective linkages between campus and community law enforcement personnel.
- Provide Services to the Campus Community. Support a coordinated community response to violence against women; ensure that services are comprehensive and appropriate for the entire campus community.
- Develop an Administration Response to Violence on Campus. Establish protocols to manage complaints of violence on your campus with care for the victim as the first priority. Your protocol should include a clearly defined process for providing assistance to victims and holding the perpetrators accountable.
- Review and Revise the Student Code of Conduct and Policies. Review your campus policies and disciplinary sanctions to assess that violence against women is treated as seriously as other crimes, with equally severe punishments.
- Provide A Voice for Women on Campus. Provide support for students and faculty to establish victim advocacy groups on campus.
- Get the Message Out to the Campus Community. Speak out against domestic violence and sexual assault in your position of leadership on campus. Communicate expectations about appropriate conduct, include them in student policy statements. Post information about available resources in dining halls, health facilities, dormitories, locker rooms, and other places students are likely to see it.

Law Enforcement

Across the country, law enforcement is developing innovative and effective strategies to prevent and prosecute violence against women more effectively. Law enforcement leaders have identified several of these strategies that, if used consistently, may go a long way toward reducing incidents of violence against women.

- Create a Community Roundtable. Convene a community roundtable bringing together police, prosecutors, judges, child protection agencies, survivors, religious leaders, health professionals, business leaders, educators, defense attorneys and victim advocate groups, and meet regularly. Create specific plans for needed change, and develop policies among law enforcement, prosecutors, and others that will result in coordinated, consistent responses to domestic violence.
- Record Domestic Violence. To help understand and respond to the dimensions of violence against women, develop and require the use of a uniform domestic violence reporting form. It should include an investigative checklist for use in all domestic violence incidents or responses.
- Continue to Educate. Create informational brochures on domestic violence and sexual assault, which include safety plans and a list of referral services, for distribution in all court houses, police stations, and prosecutors offices AND in non-legal settings such as grocery stores, libraries, laundromats, schools, and health centers.
- Provide Clear Guidance on Responding to Domestic Violence. Write new or adapt existing protocol policies for police, courts, and prosecutors regarding domestic violence and sexual assault incidents, and train all employees to follow them. Policies should specify that domestic violence and sexual assault cases must be treated with the highest priority, regardless of the severity of the offense charged or injuries inflicted.
- Ensure Law Enforcement is Well-Informed. Designate at least one staff member to serve as your agency's domestic violence and sexual assault contact, with responsibility for keeping current on legal developments, training resources, availability of services and grant funds. Wherever possible, create a unit of employees with special expertise to handle domestic violence and sexual assault cases in prosecutor's offices, police departments, and probation/parole agencies, and ensure that these employees are well trained regarding their responsibilities.
- Reach Out to Front Lines. Identify and meet with staff and residents from local battered women's shelters and rape crisis centers to discuss their perceptions of current needs from the law enforcement community. Solicit suggestions for improving the law enforcement response to these crimes.
- Improve Enforcement by Implementing a Registry of Restraining Orders and a Uniform Order for Protection. Implement a statewide registry of restraining orders designed to provide accurate, up-to-date, and easily accessible information on current and prior restraining orders for use by law enforcement and judicial personnel. Develop a uniform statewide protection order for more effective and efficient enforcement.

- Support and Pursue Legislative Initiatives. Develop and support legislative initiatives to address issues regarding domestic violence and sexual assault including: a)stalking, b)death review teams, c)sentencing guidelines, d)indefinite restraining orders, and e)batterer intervention programs.
- Conduct Training. Conduct on-going multi-disciplinary domestic violence and sexual assault training for police, prosecutors, judges, advocates, defenders, service providers, child protection workers, educators and others. Training should include the victim's perspective and an emphasis on safety planning.
- Structure Courts to Respond to Domestic Violence/Create Specialized Domestic Violence Courts. Develop specialized courts that deal exclusively with domestic violence cases in a coordinated, comprehensive manner, where community and court resources can be utilized together to address domestic violence effectively. At a minimum, all court personnel involved with domestic violence cases, including judges, prosecutors, public defenders, probation officers, and corrections and parole officers should receive relevant and practical domestic violence training and have an understanding of the dynamics of domestic violence.

Health Care Professionals

Health care professionals are in the critical position of providing services to victims of violence as the first contact point for many of these victims. It is crucial that health care professionals recognize their potential to intervene appropriately. Immediate recognition of the problem and the provision of medical care and referrals to appropriate resources within the community can make all the difference. Leaders in the field have identified the following strategies to make interventions by health care professionals more effective.

- Incorporate Training into Curricula. Support the incorporation of domestic violence and sexual assault training in medical, nursing, and allied health care professional education curricula.
- Make Resources Available to Patients. Make resource materials available in waiting rooms and restrooms. Include the National Domestic Violence Hotline number 1-800-799-SAFE(7233) or 1-800-787-3224(TDD).
- Support Incorporation of Protocols into Accreditation Process. Support efforts to ensure that domestic violence and sexual assault protocols are addressed through the National Commission for Quality Assurance and the Joint Commission on Accreditation of Hospitals.
- Encourage Continuing Education on Violence Against Women Issues. Encourage your state licensing boards and various specialty groups to encourage physicians and nurses to allocate Continuing Medical Education (CME) hours to violence against women related issues for re-licensure requirements.
- Involve Medical Organizations and Societies in Increasing Awareness. Collaborate with health care professional organizations and societies in your area to increase medical school and health care professional involvement in addressing violence against women.
- Feature Violence Against Women on Meeting Agendas. Arrange presentations and symposiums on violence against women at various health care specialty annual, regional and local meetings.
- Highlight Commitment to Violence Against Women Issues. Give awards, citations, and certificates to exceptional organizations and individuals for their continued commitment to addressing violence against women.
- Develop a Standard Intake Form. Develop a standardized intake assessment form for health care professionals who interact with victims of domestic or sexual violence. This assessment form would ensure that certain information regarding these incidents is identified and proper resources are utilized.
- Ensure Employee Assistance Programs are Responsive to Victims of Domestic Violence. Determine whether your health care facility's employee assistance program (EAP) includes domestic violence services or referrals. If it does not, speak with your human resources director or the appropriate manager about the possibility of expanding the program to address the needs of employees facing violence in their homes. All EAP personnel should receive domestic violence training and have an understanding of the dynamics of domestic violence.

- Volunteer. Provide a health care series on a volunteer basis to community organizations that serve victims of domestic and sexual violence.

Sports

Today, more than ever, our sports players and organizations have an enormous capacity to influence the minds and behaviors of Americans, both young and old. The reason is simple. For many Americans, professional, college and olympic athletes are today's heroes. We must utilize this outlet to send a positive message to all Americans about preventing domestic violence and sexual assault. Following are a number of ways communities can work with the local sports industry to help stop the violence.

- Bring Sports Leagues Together in a Common Cause. Encourage local sports teams to come together in a joint effort to combat violence against women through joint awareness campaigns and public appearances.
- Create Strict Disciplinary Policies. Encourage the creation of disciplinary policies for players on domestic violence and violence against women similar to drug policies. These policies should include stiff sanctions and penalties for committing domestic violence and sexual assault.
- Push for PSAs During Broadcast of Sporting Events. Write or call sports leagues in support of PSAs about violence against women during the broadcast of major sporting events, including NCAA games.
- Promote the Distribution of Educational Materials. Promote the distribution of educational materials from local shelters and programs to players by offering the materials to the teams.
- Involve Local Sports Heroes in Community Activities. Involve local sports heroes in rallies and events which bring attention to the problem of violence against women.
- Reach Out to Potential Sponsors. If there are businesses in the area that are known for making or selling sporting equipment or clothing, approach them for sponsorship of community awareness activities.

Media

The media industry represents much more than television and film stars. It is the most influential source of information for millions of Americans. Before we can change people's attitudes about violence against women and prevent violent behavior, we must not only change the way violence is portrayed in the media, but also educate members of the media who report on domestic violence and sexual assault crime. Leaders in the media industry have identified ways in which communities can work with their local media to encourage responsible reporting of violence against women.

- Use the Power of Communication. Contact local television, radio, and newspapers urging thoughtful and accurate coverage of violence against women, and the provision of educational messages about the problem when possible.
- Urge Action Through the Local Paper. Through community organizations, distribute model op-ed pieces and letters to the editor and urge community action for placement of these pieces.
- Link Media with Experts. Provide media outlets with a list of well-known experts available for interviews, as well as a packet of materials with information on a variety of related subject areas, such as local shelters and programs.
- Organize Public Events. Plan a public event, such as a community education forum on violence against women, and solicit local media coverage.
- Encourage Employee Awareness. Encourage the development of domestic violence awareness programs for employees of media outlets.
- Build a Bridge Between Media and Law Enforcement. Urge police chiefs and commissioners to go on air locally to discuss domestic violence and violence against women.
- Provide a Forum for Community Leaders. Encourage community leaders to speak to media about issues of violence against women.
- Publicize Local Resources During Reporting. Encourage local media to include the National Domestic Violence Hotline number, 1-800-799-SAFE (7233) or 1-800-787-3224 (TDD), during reporting on incidents of domestic violence.

The Workplace

Men and women spend more and more of their daily lives in the workplace. Domestic violence is a workplace issue which affects the safety, health, and productivity of America's workers. Business and labor leaders have identified several strategies that can be used to create safer and more supportive workplaces.

- Start with the Top and Get Corporate Leadership on Board. Encourage CEOs or the management team to establish a workplace which is intolerant of domestic violence and aids a victim to obtaining assistance and protection.
- Establish Employee Policies that Meet the Needs of Victims of Domestic Violence. Work with your management and unions to develop and negotiate paid leave and benefit policies which recognize and are responsive to the particular needs of your employees who are victims of domestic violence.
- Ensure Employee Assistance Programs are Responsive to Victims of Domestic Violence. Determine whether your company's employee assistance program (EAP) includes domestic violence services or referrals. If it does not, speak with your human resources director or the appropriate manager about the possibility of expanding the program to address the needs of employees facing violence in their homes. All EAP personnel should receive domestic violence training and have an understanding of the dynamics of domestic violence.
- Provide Management with the Tools to Respond to Domestic Violence. Establish a training program for all supervisors and managers at your workplace to give them guidance on how to respond when an employee is a victim or perpetrator of domestic violence.
- Educate Employees About Domestic Violence. Sponsor a workshop or series of workshops at your workplace on domestic violence. Invite a domestic violence survivor to speak about her experiences and to discuss the impact of violence on her life and her work.
- Share Materials About Domestic Violence. Distribute educational materials about domestic violence to all employees in your workplace and display posters and brochures in public places which explain the issue. Send the message that there is no excuse for domestic violence. Make victim safety information available in private places such as restrooms or in paycheck envelopes. All information should include the National Domestic Violence Hotline number, 1-800-799-SAFE(7233) or 1-800-787-3224(TDD).
- Increase Safety At the Workplace. Find out whether security guards at your workplace have been trained to handle the special safety needs of battered women, who may be stalked at work. If they have not, speak with the appropriate manager to arrange training and help security personnel develop safety procedures.
- Coordinate with Local Law Enforcement. Arrange a meeting between security personnel at your workplace and local law enforcement agencies to facilitate appropriate information sharing and the development of collaborative working relationships.

- Join in Local Community Efforts to Combat Domestic Violence. Conduct a drive in your workplace to collect items for local domestic violence shelters. Be sure to contact the programs first to find out what they want, but common needs for shelters are toys, clothing, furniture, office equipment, office supplies and food. Alternatively, make a contribution of company products.
- Donate Time and Resources. Adopt a local domestic violence shelter by collecting money from coworkers for a joint donation or getting a group of coworkers to make a commitment of volunteer hours. For example, raise money to pay for a new roof for a shelter; organize groups of volunteers to paint a shelter, do yard work around the shelter, assist with a special event, or provide other specialized skills.

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