Collaboration Toolkit:
How to Build, Fix, and Sustain Productive Partnerships

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Suggested Citation

Rinehart, Tammy A., Laszlo, Anna T., and Briscoe, Gwen O. *Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships*. Washington, DC: U.S. Department of Justice, Office of Community Oriented Policing Services, 2001.

This publication was made possible through cooperative funding agreements 98-CK-WX-0058 and 2001-CK-WX-K061 from the U.S. Department of Justice, Office of Community Oriented Policing Services. Opinions, findings and recommendations are those of the authors and do not necessarily reflect the U.S. Department of Justice official policy or positions.

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Acknowledgments

We have numerous people to thank for their help and guidance on the many iterations of the *Collaboration Toolkit*. First, we offer special thanks to Tamara Clark, the Federal project officer, and Sandra Webb, Ph.D., who guided the effort, actively brainstormed with us on all phases of the effort, and who were particularly supportive of new ideas, as well as patient through the challenging periods. Andrew Dorr, Mary Hyland, Nancy Leach, Daniel Lucas, Wayne McCall, Toni Morgan-Wheeler, Megan Murphy, Joel Sackett, Amy Schapiro, Robert Schmude, Rita Varano, and Amanda Watts offered helpful suggestions and direction during numerous reviews of the document. Throughout the COPS Office, staff have supported development of the toolkit—not only by funding the cooperative agreement, but also by motivating us with their enthusiasm for the product. In particular, we acknowledge the leadership and assistance offered by Ellen Scrivner, Ph.D., Deputy Director for Community Policing Development, and Beverly Alford, Assistant Director for Training and Technical Assistance.

We are indebted to the four external reviewers. Their practical perspective on the usefulness of this toolkit to the field, and their suggestions helped improve the product. Their affirmation of the *Collaboration Toolkit's* utility is priceless. In that vein, we thank Robert Lisa, Hoboken (NJ) Police Department; Eric Lofchie, Youth and Family Services, Windsor (CA) Police Department; Deputy Janae Saunders, Yamhill County (OR) Sheriff's Office; and Deputy Larry Unrein, Los Angeles County Sheriff's Office.

We also appreciate the assistance of various Circle Solutions, Inc. staff. Michelle Newton researched sources for the Learn More About It sections of the toolkit. Anthony Lewis provided the artwork for the cover. Cathie O'Donnell and Jo-Ann Melton provided editorial support. Lindi Copeland designed the layout for the artwork and text; she also coordinated production of the toolkit. Laurie Jones-Robey prepared the electronic version of the toolkit for distribution over the Internet. Kristina Huallpa provided expertise in contracts management.

Through the combined contribution of these individuals, we offer the *Collaboration Toolkit* to the field. As the authors of this product, we are grateful for their involvement in creating this toolkit.

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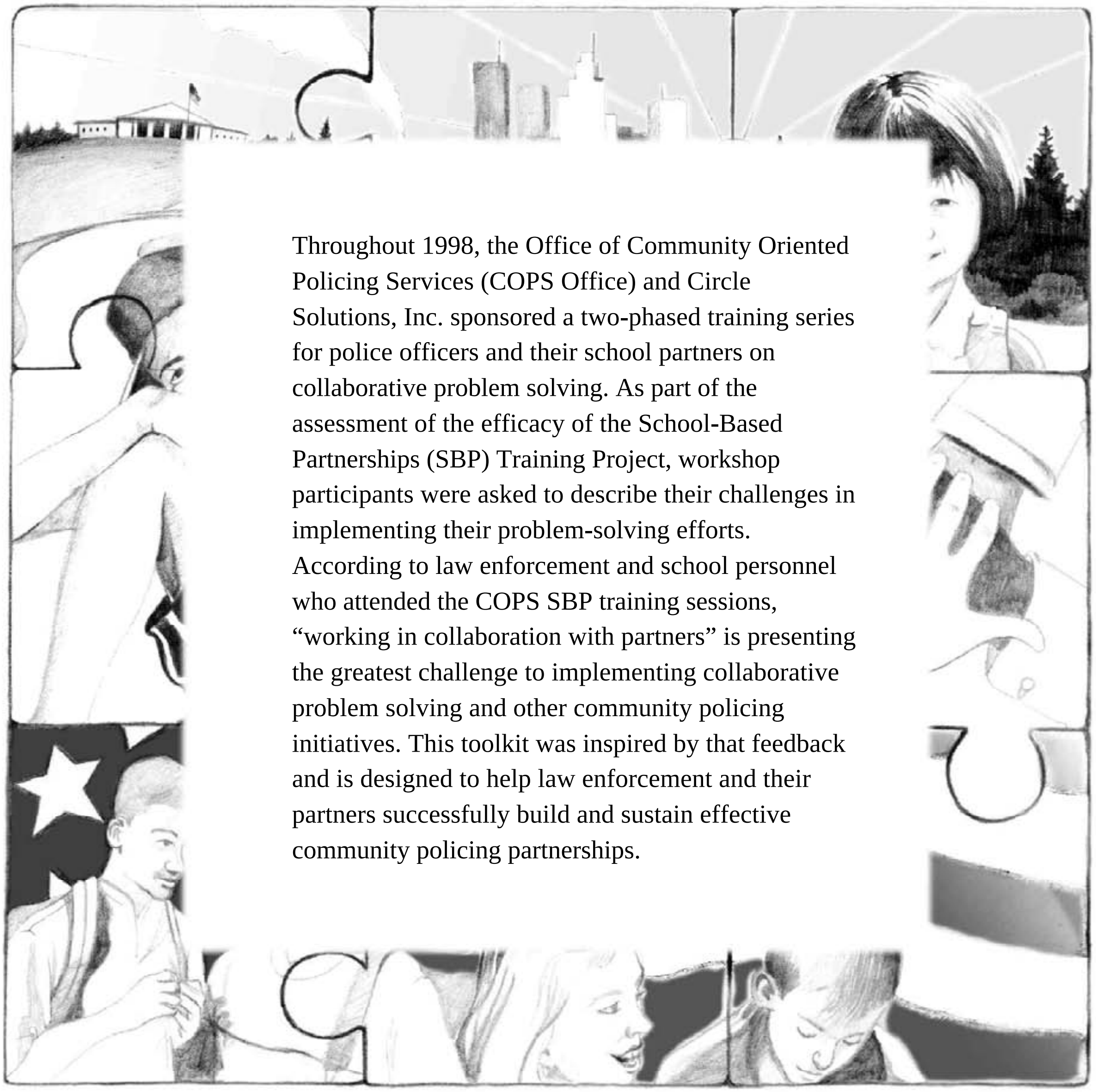
Contents at a Glance



Throughout 1998, the Office of Community Oriented Policing Services (COPS Office) and Circle Solutions, Inc. sponsored a two-phased training series for police officers and their school partners on collaborative problem solving. As part of the assessment of the efficacy of the School-Based Partnerships (SBP) Training Project, workshop participants were asked to describe their challenges in implementing their problem-solving efforts. According to law enforcement and school personnel who attended the COPS SBP training sessions, "working in collaboration with partners" is presenting the greatest challenge to implementing collaborative problem solving and other community policing initiatives. This toolkit was inspired by that feedback and is designed to help law enforcement and their partners successfully build and sustain effective community policing partnerships.

Introduction

If the strongest horse in the team would go ahead, he cannot, if all the rest hold back.
—Abraham Lincoln

Law enforcement alone cannot implement and advance community policing. Law enforcement benefits when community partnerships are formed to implement community policing—these partnerships increase the amount of information available to law enforcement, reduce duplication of efforts, improve the comprehensiveness of approaches to community and school-based problems, and create public recognition of community policing efforts.

The *Collaboration Toolkit* is designed as a guide for law enforcement agencies and their partners as they develop, fix, and sustain productive law enforcement/community partnerships supporting the advancement of community policing. The toolkit can assist law enforcement personnel working with citizen groups, community-based organizations, school personnel, youth, government officials, and others to implement and advance community policing in schools and communities. The toolkit's broad scope will facilitate use by COPS Office grantees and other law enforcement agencies and their partners as well as allow the concepts to be tailored to specific local partnership issues. The toolkit will not define all aspects of community policing nor serve as a how-to guide for problem solving; rather, this toolkit should be used to enhance collaborative efforts to implement community policing and work on problem-solving initiatives.

Collaboration is not always easy to achieve. Although the components and concepts of a successful collaboration may appear basic, implementing these concepts is often very challenging—as COPS Office grantees have noted during training and technical assistance workshops. This toolkit identifies nine components of a successful collaboration: 1.) stakeholders with a vested interested in the issue, 2.) trust among and between the partners, 3.) a shared vision and common goals, 4.) expertise among partners to solve community problems, 5.) teamwork strategies, 6.) open communication, 7.) motivated partners, 8.) sufficient means to implement and sustain the collaborative effort, and 9.) an action plan. As the collaboration develops and matures, partners should continually revisit each component to assess the status of the collaboration and determine what actions are needed to enhance the collaboration.

Not all law enforcement relationships must be collaborative, nor should they all strive to be so. Relationships operate along a continuum, and the appropriate working relationship may vary depending on the issue at hand. However, when law enforcement agencies implement a problem-solving project, organize neighborhood watch programs, develop school resource officer programs, or initiate other similar community policing initiatives, collaboration is critical.

As the most comprehensive and intensive type of working relationship, collaboration requires commitment from a number of individuals and agencies to work together as a team and contribute resources to reach a common, long-term goal. This toolkit will help those who are committed to developing, improving, and/or sustaining successful collaborations to advance community policing.

Using This Guide

Reading the entire toolkit will be helpful to those working in the formative stages of collaboration building. Mature collaborations can refer to one or several topic areas to address specific challenges, assess the efficacy of various aspects of the partnership, and/or implement some new ideas.

All users will benefit from reading Collaboration Fundamentals and using the diagnostic worksheet found in Diagnosing the Collaboration. Section 1, Tool: Unsticking Stuck Groups/Reassessing the Collaboration, may help determine which collaboration component to read about first.

For each of the nine essential collaboration components, this toolkit describes:

The Vision: What would the component look like in the best of all worlds?

Action Steps to Success: What do the partners need to do to build, fix, and sustain the component?

Avoiding the Pitfalls: What barriers can partners expect to encounter? What are the warning signs of these barriers? What are some suggestions for addressing challenges when they occur?

Tools to Plan and Chart Your Progress: Worksheets and exercises to help collaborative partners achieve the vision.

You may progress through the toolkit sequentially, or you may select a particular component about which you need more information or assistance and concentrate on that discussion first. Several components include Learn More About It sections with sources for additional information.

"This will be a very important addition to any partnership or collaboration. You have created a toolkit that will help many community partnerships."

—Eric Lofchie
Windsor Youth and Family Services
Town of Windsor Police Department, CA

"I feel first-timers as well as novice collaborators could benefit from this toolkit."

—Deputy Janae Sanders
Community Policing/Public Liaison Officer
Yamhill County Sheriff's Office, OR

"It looks like you put together a great guide on how to succeed with a collaboration, and how not to fall victim to the pitfalls that normally accompany these types of partnerships."

—Lieutenant Robert Lisa
Training, Planning, and Operations
City of Hoboken Police Department, NJ

Collaboration Fundamentals

In Section 1

Why Collaborate?
What is Collaboration?
When to Collaborate?
Diagnosing the Collaboration

Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration

Collaboration Fundamentals

We must all hang together, or assuredly we shall all hang separately.
—Benjamin Franklin

Why Collaborate?

Perhaps the most convincing arguments for developing law enforcement/community partnerships are seen in the benefits attained by agencies that have implemented these partnerships. For example, effective community policing collaborations can provide the following six results:

1. Accomplish what individuals alone cannot.
2. Prevent duplication of individual or organizational efforts.
3. Enhance the power of advocacy and resource development for the initiative.
4. Create more public recognition and visibility for the community policing initiative.
5. Provide a more systematic, comprehensive approach to addressing community or school-based crime and disorder problems.
6. Provide more opportunities for new community policing projects.

1. Accomplish what individuals alone cannot.

Through collaboration, the Keene (NH) Police Department, Keene State College, and the New Hampshire State Liquor Commission Enforcement Office reduced repeat calls for service to off-campus residences for underage drinking by 50–70 percent.

The Keene Police Department had received many complaints of noise and vandalism by tenants of multifamily dwellings located adjacent to Keene State College. Data collection and analysis revealed that the problems were related to underage drinking that occurred primarily at large parties with as many as 250 people, in student-rented, off-campus residences. Both the school and the police department had an interest and duty to curtail these activities; they realized that in order to address the problem, they would have to collaborate with various agencies in the community. Together, they instituted five primary responses to the problem.

- The college has incorporated information about the consequences of underage drinking into a revised student orientation.

- The New Hampshire State Liquor Commission Enforcement Office monitored stores known for selling alcohol to minors and actively sought information on these stores.
- The Keene police liaison officer to the college adjusted his schedule to increase officer presence in the target area during peak times.
- When a drinking party is held by a nonowner resident, police work with the city assessment office to identify the property owner and advise him/her of the underage drinking occurring on the property, and recommend that s/he learn the liabilities of criminal behavior occurring on the property.
- Police officers made numerous arrests in the parking lots of nightclubs in accordance with a law that states the club owners are responsible for activity in their parking areas.

Taken together, these activities led to a significant reduction in calls for services for underage drinking that none of the individual agencies could have accomplished independently.

2. Prevent duplication of individual or organizational efforts.

A collaboration between John Jay College of Criminal Justice, the New York City Police Department (NYPD), the Citizens' Committee for New York City (CCNYC), and the Bureau of Municipal Police (BMP) allowed these four organizations to delineate their specific areas of expertise, combine talents, and utilize limited financial resources. This collaboration allowed the agencies to: 1.) provide basic community policing and problem-solving training to citizen groups and law enforcement officers, 2.) implement a cultural diversity education initiative, 3.) provide statewide training and technical assistance services to communities across New York State, and 4.) conduct an evaluation of the collaborative services. This collaboration helped eliminate duplication of effort among the different agencies.

Before becoming a part of the partnership, CCNYC provided a wide range of educational and community organization services to support neighborhood residents' efforts to reduce crime and improve their quality of life. Simultaneously, the NYPD implemented a number of innovative community policing strategies to empower police officers to solve neighborhood crime and disorder problems, hold police supervisors accountable for crime reduction in their neighborhoods, and educate citizens about their roles as collaborative problem-solvers with the NYPD. In 1998, John Jay College, in cooperation with the BMP, conceptualized a regionally based initiative to provide community policing training to law enforcement agencies and citizen groups in New York State. At the same time, NYPD sought funds to design and implement a cultural diversity training effort to enhance NYPD officers' understanding of the varied immigrant cultures within the city. The potential for duplicative organizational efforts was clear. However, the collaboration among John Jay College, NYPD, the CCNYC, and the BMP allowed these four organizations to optimize their resources towards a common vision and prevent duplication of efforts.

3. Enhance the power of advocacy and resource development for the initiative.

An unanticipated, long-term benefit of the Clearwater Homeless Intervention Project (CHIP)—a collaboration between the Clearwater (FL) Police Department (CPD), the Clearwater Housing Authority, and other city agencies—has been increased public awareness of the needs of the homeless population and increased funding for the CHIP shelter. Other benefits include development of educational and volunteer programs operated by CHIP (e.g., GED and literacy classes, Alcoholics Anonymous meetings, and job placement assistance) and increased charitable contributions of clothing and household items from Clearwater businesses and individuals to the city's homeless population.

Before this success, Clearwater had been struggling to provide adequate services to the city's homeless men, women, and families. Social service agencies were denying medical, mental health, and other services to individuals who could not document their identity. Additionally, homeless shelters were located a considerable distance from the beaches and downtown areas, where homeless persons often congregate. Consequently, the CPD experienced a significant number of calls for service to "move" homeless individuals. In an effort to reduce calls for service and provide access to social services for the homeless, the CPD collaborated with the city's housing authority and city agencies that could provide services to the homeless population. The CPD, in partnership with the housing authority, purchased a vacant building in downtown Clearwater and converted the building into a CPD substation and homeless shelter. At the shelter, homeless persons are issued identification cards, so they can access city social services. CHIP has reduced calls for service for vagrancy, harassment, solicitation, and public intoxication in the downtown and beach areas; provided an in-city residence for homeless men, women, and families; facilitated the ability of homeless individuals to seek and receive social services; and increased public awareness of homelessness.

4. Create more public recognition and visibility for the community policing initiative.

The Martinsburg (WV) Police Department was experiencing an alarming number of domestic violence incident calls for service. In fact, from 1990–1995, the department received nearly seven times more calls of this nature than any other city of comparable population in West Virginia. In order to decrease the number of incidents, key organizations collaborated to form the Domestic Violence Police Group (DVPG). This group included representatives from the county prosecutor's office and courts, public defender's office, emergency medical services, central dispatch for the city and county, the city hospital, social and other health services, the religious community, legal aid, the local batterers intervention program, the school system, private research organizations, victims of domestic abuse, a private law firm, media, and the West Virginia House of Delegates. The team met each month to build the partnership and identify and address problems with the systems that respond to domestic violence (e.g., courts, police, hospitals, etc.). Responses to these problems have included police training initiatives; police and victim advocate follow-up programs; a workplace domestic violence education campaign; and ongoing coordination meetings of the system's components.

Key to public recognition and visibility of this project was the fact that the breadth of the collaboration led the media to cover several collaboration activities. Because the efforts of the DVPG caught the media spotlight; domestic violence issues now have a weekly forum in the *Journal* newspaper. Additionally, through their communitywide partnership, the Martinsburg Police Department and its partners raised awareness of domestic violence, and also coordinated services for victims and domestic violence prevention and identification efforts. Because of the media spotlight and the involvement of community organizations, domestic violence victim and batterer intervention programs were kept in the forefront of public interest. Keeping this issue in the news also helped showcase the benefits of partnering and community collaboration to reduce crime.

5. Provide a more systematic, comprehensive approach to addressing community or school-based crime and disorder problems.

Due to a multifaceted, comprehensive response implemented by a communitywide partnership, police calls for service in a Portales (NM) "problem" park decreased from 30 to 2 percent of all police calls. The park is now one of the most frequently used parks in the city.

The Portales Police Department identified a large number of calls for service to respond to assaults across the city. Public perception was that these assaults were taking place in the schools, parks, and ball fields. Furthermore, at a Little League meeting, a decision was made to avoid using a particular ball field due to a perception that the park in which it was located was not safe. Residents near the park that was abandoned by Little League reported that the park had a cruising problem, which led to increased traffic, noise, and possible drug dealing. Of equal importance, the residents perceived that the police department was not responding to their complaints. After extensive data collection efforts (including surveying nearly 1,600 residents, surveying real estate companies regarding property values near the park, undertaking a traffic study, meeting weekly with the sanitation department about the types of refuse left on the weekends, conducting focus groups with partner organizations' constituents, gathering information via police surveillance, talking with offenders, and analyzing police calls), the Portales Police Department and its partners developed a holistic response.

As a part of its response, the police department formed its first community-oriented policing unit to operate in the vicinity of the park. The officers became highly visible in the park, and also initiated bike patrols in the area and handed out business cards. The community policing unit and the Community Service Center, a local, nonprofit partner agency, began organizing activities in the park for neighborhood residents on Sunday afternoons; events have included social gatherings such as a Cinco de Mayo celebration. One program serves children lunch in the park during a school break and includes an educational program conducted by a police officer. Additionally, the partnership installed lights in the park and put into place a temporary barrier during identified peak cruising times, to prohibit cruisers from circling the park. Furthermore, in an effort to decrease the perception that police were not responding to calls for service, a new procedure for response requires the initial contact to be made with the complainant. In addition, to complete the call, contact must again be made with the complainant. These responses led residents to begin taking ownership of the park, which led to dramatic increases in park use for legitimate purposes, as well as a decline in police calls for service to the park.

6. Provide more opportunities for new community policing projects.

In Vallejo (CA), neighborhoods are jumping on board neighborhood revitalization efforts being led by the Vallejo Police Department, in partnership with the city's code enforcement officials; the fire department; and the Fighting Back Partnership (FBP), a community grass roots organization.

Public outcry at community meetings notified the Vallejo Police Department of quality of life issues. The target area received a high concentration of calls for police service, and neighborhood surveys indicated that quality of life issues were a priority problem within the community. Residents complained about loud noise, domestic violence, public drinking, loud parties, and other disorders. City officials also viewed these problems as priorities.

As the coalition first began its efforts to address these issues, residents wanted the police to solve the problems, and did not want to get involved. However, residents gradually began to take responsibility for developing initiatives to help curtail unsavory activity. Specific efforts included police patrol and intervention, identification of noncompliant properties by code enforcement and the fire department, and working with owners of noncompliant properties regarding options and resources for resolution. Other efforts included block meetings led by FBP; removal of abandoned vehicles; parking and traffic enforcement by the police department; block meetings and tenant/owner meetings led by FBP to assess progress, address new problems, and organize clean-up days; and a neighborhood crime prevention program. After the success of the initial target area, at least eight more neighborhoods have participated in the revitalization efforts. In Vallejo, crime rates have been reduced by 17 percent as a result of these community revitalization efforts.

What Is Collaboration?

Collaboration occurs when a number of agencies and individuals make a commitment to work together and contribute resources to obtain a common, long-term goal. For example, to implement community policing, law enforcement personnel may collaborate with businesses to maintain order in the business district. Law enforcement may collaborate with schools to establish and maintain school resource officer programs and develop and implement safe school plans; or, law enforcement may collaborate with youth, residents, and neighborhood watch groups to use problem-solving to address ongoing community concerns. Collaboration is the most intense type of working relationship, and the one that is most frequently required when implementing community policing. Building and sustaining an effective community policing collaboration requires much more than a decision to merely work together. Effective collaborations promote team building, a sense of ownership, enthusiasm, and an environment that maximizes the chance of collaborative partnerships succeeding.

The components of an effective collaboration are:

- Stakeholders with a vested interest in the collaboration
- Trusting relationships among and between the partners
- A shared vision and common goals for the collaboration
- Expertise
- Teamwork strategies
- Open communication
- Motivated partners
- Means to implement and sustain the collaborative effort
- An action plan

By having these nine elements in place, the collaboration can avoid the disorder, apprehension, fragmentation, disorganization, slow pace, discouragement, and unfocused achievements that can affect many problem-solving and other community policing partnerships.

The process of building and sustaining collaboration is ongoing and circular in nature. The process begins with developing a shared vision and ends with developing, implementing, and assessing the action plan. However, throughout the life of the collaborative effort, the partnership will attract new expertise, decide on additional motivators, and identify and access new means and resources. Trust is the core of the relationship, with each of the other components acting as essential elements of the whole. Trust is the hub, with stakeholders, shared vision, expertise, teamwork strategies, open communication, motivated partners, means, and an action plan serving as spokes of the wheel. If any one of the pieces is weak or broken, the wheel will not roll properly and the collaboration will not progress. Thus, partners must continually reassess the collaboration and, if necessary, determine what actions should be taken to strengthen one or a number of these components. Routinely examining "what's working" and "what's *not* working" is essential to building, motivating, and sustaining a collaboration that can achieve results.

Partnership

When to Collaborate?

The rule of thumb is that law enforcement agencies or personnel should engage in collaboration with other organizations or individuals when stakeholders have a common, long-term goal; are committed to working together as a team; and cannot achieve the goal more efficiently as independent entities. Not all law enforcement relationships must be collaborative, nor should they strive to be. Under some circumstances, it may be appropriate for law enforcement personnel just to establish a good communication plan. Under other circumstances, cooperation between two individuals may be sufficient. Perhaps coordination between two agencies to avoid duplication of effort is all that is required. Collaboration is, however, critical for many community policing endeavors. The example that follows outlines how two individuals, representing organizations with similar interests, may progress from a relationship of communication to cooperation to coordination, and culminate with the development of a collaboration.

Example 1

communication/networking

Sheriff Smith meets Principal Gibson at a community meeting. Principal Gibson shares with Sheriff Smith that over the past several weeks some students have complained that in the student parking lot at Dogwood High School, trash has been dumped into the backs of pickup trucks, key marks have been scratched onto several cars, and textbooks and backpacks have been stolen from unlocked vehicles. Sheriff Smith shares with Principal Gibson that similar problems have been occurring in the neighborhood adjacent to Dogwood High School and in the parking lot of a pizza place one block away.

cooperation

Sheriff Smith asks Principal Gibson to call the department when another incident occurs so that a deputy can capture the incident in a report and take a look at the scene for any evidence of who committed the offense. Principal Gibson agrees to call.

coordination

To avoid duplication of efforts, Principal Gibson and Sheriff Smith also agree that a copy of the county incident report will be supplied to the school so that it may be kept in the school's incident records—in lieu of filing a second report with the same information. If a deputy cannot come to the school immediately, Principal Gibson offers to capture the necessary information and obtain a statement and contact information from the witness or victim that reported the problem. He will then fax the information to the dispatcher. Sheriff Smith offers his appreciation.

collaboration forming

Several weeks later, after reviewing several incident reports from Dogwood High School involving vandalism and theft in the student parking lot, Sheriff Smith calls Principal Gibson to suggest that their organizations initiate a problem-solving project to address the ongoing pattern of vandalism and theft in the student parking lot and the surrounding area. Sheriff Smith and Principal Gibson assign Deputy Morgan and Coach Lee as the primary partners in the effort. Principal Gibson offers a classroom as a meeting facility, and Sheriff Smith assures Principal Gibson that his crime analysis division will provide data analysis support.

successful law enforcement/ community partnership in action

Throughout the next 6 months, Deputy Morgan and Coach Lee bring other stakeholders into the partnership (e.g., the pizza shop manager, local block watch president, student victims, Project SAVE club members, school janitor, and a social science teacher who agreed to write a report on the project and conduct an evaluation). They met to talk about the purpose of their partnership and the types of tasks (e.g., interviews with student and neighborhood victims, environmental analysis, review of police/ school incident reports, mapping the location of the incidents, interviews with suspects, review of the student parking lot access and policies, review of school activity schedules, response development, fundraising, and evaluation of the responses) and resources required for the problem-solving effort to succeed. They wrote their vision, tasks, timeline, and resource needs down in an action plan, ensuring that every partner received a copy. The partners met every 2 weeks (sometimes at school, sometimes at the pizza place, and a few times at a local park a few blocks from school) to exchange information, report on progress, determine whether other partners or stakeholders should be added, and to celebrate milestones achieved (e.g., interviews completed, fundraising success, responses implemented). At the end of 6 months, the partners had implemented responses that resulted in a number of positive changes. For instance, there was a reduction of theft from vehicles in the school parking lot and neighborhood, better foot and vehicle traffic flow through the parking lot, and increased trash removal leading to improved appearance. In addition, a team of individuals who learned the value of teamwork were acknowledged in the school and the local paper, and were also awarded honors by the sheriff and principal for their efforts. The partners have decided to continue working together on other problem-solving projects in and around the school.

A conscious decision should be made as to whether communication, coordination, cooperation, or collaboration will achieve the desired result of the working relationship. In this example, the working relationship at each level of the interaction was appropriate. Only upon learning that the vandalism and theft problem in the high school student parking lot involved multiple similar incidents did the sheriff and principal advance the working relationship to one of collaboration. Both parties had an interest in and would benefit from addressing the long-term problem, and both were ideologically committed (and had the resources to commit to doing so). Building a collaboration takes time and intention. Learning to work in a collaborative partnership is a powerful tool to use today and an investment in collective action in the future.

Learn More About It

Chrislip, D. D. and Larson, C. E. *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*. San Francisco, CA: Jossey-Bass, 1994.

This book is a useful resource for civic leaders, public administrators, managers, and elected officials. The discussion is focused on collaboration between elected officials and other civic leaders in order to empower the public to deal with challenges that face communities. The book outlines the collaborative process. Available for purchase at: www.josseybass.com.

Kayser, T. A., *Mining Group Gold: How to Cash in on the Collaborative Brain Power of a Group*. 2nd edition, El Segundo, CA: Irwin Professional Publishing, 1995.

This excellent resource for those interested in leadership and collaboration provides useful insight into team building and collaborative work sessions. Five steps for conducting successful group meetings and suggestions for dealing with emotions that may emerge during group sessions are provided. Available for purchase at: www.amazon.com.

O’Connell, B. *Powered by Coalition: The Story of Independent Sector*. San Francisco, CA: Jossey-Bass, 1997.

This comprehensive report discusses how diverse groups within the independent sector engaged in collaboration. It also discusses the collaborative dynamic and benefits of collaboration. Available for purchase at: www.josseybass.com.

Diagnosing the Collaboration

The significant problems we face cannot be solved at the same level of thinking we were at when we created them.
—Albert Einstein

Sometimes well intentioned law enforcement/community teams initiate a collaborative project, but don't quite achieve collaboration. In some cases, the problem is the lack of a real understanding of what collaboration is, let alone how to achieve it. The confusion is easy to understand. While collaboration entails communication, coordination, and cooperation, achieving any one of those outcomes alone will not produce a partnership. Communication, coordination, cooperation, and collaboration accomplish different goals and require different levels of resources (human and financial), trust, skills, and time. On the continuum of working relationships, collaboration is the most comprehensive. While requiring a good communication plan, cooperation between individuals, and coordinated efforts of partner agencies, collaboration is more pervasive than these other working relationships, and therefore requires a more concentrated effort to achieve and sustain it.

Collaborations, not unlike other working relationships, inevitably experience very productive as well as very frustrating times. While collaborative endeavors can generate results that the individuals and organizations that make up the collaboration could not even hope to achieve on their own, the strength of a partnership comes from hard work and from continually applying the principles of collaboration. Thus, partners should not view reassessment of the status of the collaboration as an indicator of failure. Rather, the willingness of the partners to continually enhance teamwork strategies, expand expertise, improve communication, involve new partners, sustain trust, seek additional resources, and diagnose how well the collaboration is working will strengthen the collaboration and help ensure its success. Babe Ruth said, "Every strike brings me closer to the next home run." Each learning experience in the evolution of a collaboration can strengthen it. This section provides a starting place for assessing various aspects of the collaboration to help the partners determine which areas to strengthen or learn more about. This is also a good place to begin if the partnership has encountered stumbling blocks and the partners are trying to learn what caused them.

Remember...

- Without stakeholder involvement there is no chance for collaborative problem-solving or other community policing initiatives.
- Without trust there will be hesitancy to work together as a team. People will hold back and be reluctant to share talents, time, and resources.
- Without a shared vision, there will be disorder. A shared vision brings focus to the team. A lack of agreed-upon focus allows team members to pursue conflicting agendas.
- Without expertise, there will be apprehension. It is frustrating to know what should be done but not to have the talent within the team to accomplish the goal.
- Without teamwork (i.e., joint decision making, joint responsibility, and shared power), there will be fragmented action. Secretary of State Colin Powell has been quoted as saying, “The best method for overcoming obstacles is the team method.”
- Without open communication, there will be disorganized and uninformed partners. Information must be freely and regularly shared for a team to function collaboratively.
- Without motivators, there will be slow progress toward the goal. Motivators prevent apathy, keep the partners interested, and sustain involvement.
- Without sufficient means, there will be discouraged team members. If the project is larger than the resources available, it is easy for partners to fall into a “what’s the use?” frame of mind.
- Without an action plan, there will be a lack of focus. An action plan is necessary to guide the team and serves as a means of accountability.

When a group has stakeholder involvement, trust, a shared vision, expertise, teamwork, open communication, motivation, sufficient means, and a plan of action, collaborative change will take place.

Tools to Plan and Chart Your Progress

Tool 1

Unsticking Stuck Groups/ Reassessing the Collaboration

This diagnostic tool is designed to help collaborations identify what is missing or getting in the way of working effectively and successfully to reach community policing goals. This worksheet can be used to identify collaboration components that could be strengthened.

Directions:
Make copies of the questionnaire that follows for each member of the team. Have each member of the team respond individually to the questions. The team leader should not share information on the scoring interpretation with the team until responses have been tallied. Collect completed questionnaires and tally the responses. Note: This should be done in front of the team. You may replicate the tally sheet on a blackboard or a sheet of flipchart paper.

Tallying the Answers:

1. Number 1–36 down the side of a page of flipchart paper or chalkboard.
2. Draw a line across the page between:

4 and 5	20 and 21
8 and 9	24 and 25
12 and 13	28 and 29
16 and 17	32 and 33

3. Put an X by the number for each "NO" response.

Interpretation:
The questions are divided into nine areas.

- Questions 1–4 pertain to stakeholder involvement.
- Questions 5–8 pertain to trust within the team.
- Questions 9–12 address shared vision.
- Questions 13–16 consider the expertise within the team to achieve the goals.
- Questions 17–20 address issues of teamwork, as defined as joint decision making, joint responsibility, and sharing power.
- Questions 21–24 look at open communication among the partners.
- Questions 25–28 address motivating the team to keep it energized.
- Questions 29–32 consider availability of sufficient means to do the work of the team.
- Questions 33–36 pertain to whether the team has designed a plan of action to guide their work.

If the "NO" responses are clustered in one of these areas, this indicates that the team needs to work on that particular area. It is suggested that you read the material in that section of this toolkit.

If the "NO" answers are scattered throughout the nine areas, discuss with the team what might be wrong and together decide a plan of action for working through the issues one at a time.

Discussion:
Discuss the findings with the team. Some questions that might be asked to guide a discussion are:

- What do you see from the response tally?
- What caught your attention?
- Was anything surprising?
- What seemed really on target and confirms your experience?
- Where does this information lead us?
- What is the next step?

Unsticking Stuck Groups/Reassessing the Collaboration

Where and Why Are We Stuck? ... What Areas Can be Strengthened?
A Questionnaire for Partners

Yes / No 1. Are all partners affected by the problem addressed by the project?

Yes / No 2. Is there a strong core of committed partners?

Yes / No 3. Is the team open to reaching out to include new people?

Yes / No 4. Are there ways for meaningful involvement from all interested partners?

Yes / No 5. Have team norms been developed?

Yes / No 6. Do partners demonstrate a willingness to share resources?

Yes / No 7. Is time provided for partners to get to know each other?

Yes / No 8. Have relationships deepened as a result of the partners working together?

Yes / No 9. Are all team members clear about the purpose of the team?

Yes / No 10. Do you trust team members to move beyond personal agendas?

Yes / No 11. When new people join the team, is it easy to explain what the team is about?

Yes / No 12. Do all team members agree on the purpose of the team?

Yes / No 13. Are meetings well run and organized?

Yes / No 14. Do you know what skills other team members have?

Yes / No 15. Do you know what skills/expertise the collaboration needs to achieve its goals?

Yes / No 16. If you have a task that requires expertise unavailable within the team, do you know where to access that expertise so implementation of the plan can continue?

Yes / No 17. Do people volunteer freely to work on projects?

Yes / No 18. Do team members share responsibility for completing tasks?

Yes / No 19. Is it clear and agreed upon within the team how decisions are made?

Yes / No 20. Do leadership responsibilities shift with a shift in tasks?

Yes / No 21. Do all people feel free to speak at meetings?

Yes / No 22. Are decisions and information communicated to all members in a planned fashion?

Yes / No	23. Is there a regular time to give feedback to the project leadership?
Yes / No	24. Do you feel that your opinions are heard and respected?
Yes / No	25. Is it fun and satisfying working with this team?
Yes / No	26. Does the team make steady progress in working toward the goal?
Yes / No	27. Do people want to join and stay with the project?
Yes / No	28. Are youth attracted to working with the team?
Yes / No	29. Are there enough people involved in the project to do the tasks in a realistic timeframe?
Yes / No	30. Do you have the financial resources to do what the team wants?
Yes / No	31. Do members of the team share leadership responsibilities?
Yes / No	32. Are youth involved as full partners in the problem-solving process?
Yes / No	33. Is it clear what strategies you are working on?
Yes / No	34. Are team members clear about their assigned tasks?
Yes / No	35. Do team members carry through on what they say they will do?
Yes / No	36. Does the team seem to stay on track in addressing the issue?

Stakeholders

In Section 2

Tool 2: Identifying Stakeholders

The Vision

Each person and organization (including the law enforcement agency) that is affected by, or can make an impact on the issue, brings skills and resources to the collaboration in anticipation of jointly working together.

Stakeholders

You don't get harmony when
everybody sings the same note.
–Doug Floyd

Action Steps to Success

At the beginning of the problem-solving project or other community policing initiative, there may be only two individuals (often assigned to the effort) that are working together. Thus, one of their first tasks is to examine the issue/problem to be addressed by the project and identify as many individuals and/or organizations as possible that may have a vested interest in the outcome of the problem-solving effort. Remember, not knowing whether an individual or organization can/should be a stakeholder is just an opportunity to contact that individual or organization and learn more about their potential interest in being involved. The primary partners should take the following steps to identify the collaboration's stakeholders:

Step 1

Is Someone Else Already Working on This Issue?

Before initiating a new collaboration, gather preliminary information about the issue or problem to be addressed to ensure that it warrants a collaborative effort. Also, scan the community to determine whether an existing collaboration is already in place to address the problem. If you determine that a collaborative effort is indeed warranted, then begin the process of identifying and engaging the collaboration's stakeholders.

Step 2

Cast the "Stakeholder Net" Broadly—Think Beyond Traditional Law Enforcement Partners.

When identifying potential stakeholders, consider the following six questions:

1. Who cares if the problem is solved/ issue is addressed?
2. Who is being impacted by the problem or issue?
3. Who can help solve the problem or address the issue?
4. Who brings knowledge or skills about the issue?
5. Who will benefit if the problem is solved or the issue is addressed?
6. Who would bring a diverse viewpoint to the collaboration?

Potential stakeholders may include:

- School administrators and other school personnel
- School board members
- Business leaders
- Elected officials
- Neighborhood watch/block clubs
- Youth organizations
- Community-based organizations
- Community activists
- Probation/parole/pretrial services
- District Attorney/State Attorney General
- Trade organizations
- Faith community
- Social service organizations
- Federal law enforcement (FBI, DEA, ATF, INS, etc.)
- Corrections
- Media
- Private foundations or other charitable organizations.

Remember, depending on the specifics of the problem or issue, the list of stakeholders will vary. Refer to Section 9, Sufficient Means, for a discussion about encouraging diversity and engaging youth (step 10).

Step 3

Identify the Benefits of Participating in the Collaboration.

Stakeholders benefit, on a number of levels, by joining the collaboration. When recruiting stakeholders, it may be helpful to point out some of these benefits, which include:

- A sense of accomplishment from bettering the community.
- Gaining recognition and respect.
- Meeting other community members.
- Learning new skills.
- Fulfilling an obligation to contribute (due to professional status, etc.).

Example 2 Identifying Stakeholders

In a school-based partnership to address a bullying problem, stakeholders may include parents, students, school administrators, teachers, school support personnel, school board members, and school bus drivers.

When addressing auto theft in one district of a city, stakeholders may include car dealerships, neighborhood watch groups, victims, and elected officials.

While preparing a crisis management strategy in a school, stakeholders may include representatives of social services and rescue services, parents, students, school administrators, teachers, school board members, mental health professionals, and the media.

Step 4

Consider What Stakeholders May Expect and What They Can Contribute.

Each individual and organization brings expectations to the collaboration. Before inviting stakeholders, hypothesize about the expectations and potential contributions each person and organization may bring, and whether these are within the goals of the community policing effort. Upon inviting the stakeholders to participate, discuss with the potential stakeholder, individual and organizational expectations for the collaboration and assess if these actual expectations are reasonable and within the goals of the community policing effort. Similarly, discuss the contributions and level of involvement that each stakeholder wants and is able to make to the collaborative effort. For example, in addition to their time, some organizational stakeholders will be willing to contribute additional resources to the collaboration, such as meeting space to host regular meetings or supplies and equipment to produce educational materials. Also determine whether the stakeholder can attend planned meetings, or is the stakeholder interested in a special activity/project of the collaboration?

Step 5

Identify Representatives from Each Organizational Stakeholder.

When organizations partner in a collaborative effort, it is important to consider who should represent each organization—whether individuals at the leadership/management level or staff level are appropriate. This decision may be based on the amount of time available, skills required for participation, knowledge of the problem, control of resources, or job responsibilities. Generally, with law enforcement partnerships, it is important that the active participant(s) from the department include a line-level officer, deputy, or detective, with support from the sheriff or chief or other law enforcement executive. Line-level personnel are most likely to have knowledge of the specific problem or issue; the neighborhood, community, or school in which the problem or initiative is located; and will often have the time (or be granted the time) to be directly involved in solving the problem. The support of the sheriff or chief, however, is critical to being able to commit organizational resources to an initiative.

Step 6

Extend an Open Invitation.

Ask the identified stakeholders to participate in an information and visioning meeting. As identified stakeholders agree to participate, ask them to review the stakeholder list and recommend others with a vested interest in the problem that may have been overlooked.

Step 7

Reexamine the Stakeholder List as the Collaboration Progresses.

Community policing collaborations, like all partnerships, evolve and grow over time. Projects and priorities change. As such, some initial stakeholders may wish to withdraw from the collaboration, and new stakeholders may need to be identified to account for changing issues/priorities and resource/expertise requirements. Thus, partners should continually reassess the stakeholder list to allow members to depart and join the collaboration as needed. It is important to recognize when a stakeholder's involvement is simply "not working out" and allow that stakeholder to withdraw from the partnership. A stakeholder may overcommit time and resources, or may develop divergent goals from that of the collaboration, or the best interests of the community policing effort may be ill-served by the involvement of a particular stakeholder. While often difficult, it is important for the partners to acknowledge when a stakeholder needs to disengage from the collaboration and to facilitate the stakeholder's departure. Allowing for some amount of stakeholder modification will allow the collaboration to remain vibrant, bringing new skills and resources to the collaborative effort.

Avoiding the Pitfalls

When identifying potential stakeholders for a community policing collaboration, be mindful of the following pitfalls and consider implementing some of the strategies suggested for challenges the collaboration has already encountered. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/ Reassessing the Collaboration; in particular, items 1–4 can help partners assess stakeholder involvement.

Pitfall:

Casting the "stakeholder net" to a narrow group of individuals or organizations. While well-established relationships clearly are the foundation of a successful partnership, a new community policing collaboration may benefit from networks beyond the traditional organizations and individuals with whom law enforcement often works.

Solutions:

Thinking creatively about who cares about the problem, and who can bring skills and resources to the collaboration (see Step 2 in Action Steps), will expand the network of potential stakeholders, and will bring new and diverse perspectives to the community policing effort.

Ask each identified stakeholder to identify others who may be important to include as a stakeholder.

Do not hesitate to ask for participation from high-profile or very busy individuals; the issue at stake may be important enough to prioritize within a busy schedule.

Pitfall:

A representative of an organizational partner is not in a position to commit organizational resources or make policy decisions on behalf of the organization. This challenge means that partnership activity will be delayed while the representative takes information back to the policymakers at the organization to seek approval.

Solutions:

Before convening a meeting that may require commitment of organizational resources, request that organizational representatives bring policymakers to that meeting. Try to schedule the meeting to accommodate their attendance.

Use technology to keep management of the organizational partners informed, even if they cannot be present for each meeting. For example, circulate agendas and meeting minutes by e-mail.

If the organizational representative is not in a position to function as a true partner in the collaboration, request that the organization broaden its representation to include policymakers.

Pitfall:

Individual stakeholders' expectations and motivations are inconsistent with the project goals. Stakeholders bring specific expectations and agendas to the collaboration. At times, some individual or organization-specific goals may not support the common vision of the collaboration, which can cause the project to stray from the vision, stall forward momentum, or generate ill feelings among the partners.

Solutions:

Identify individual and organizational expectations as part of the stakeholder identification process and further discuss them during the vision meeting to minimize misunderstanding later in the community policing effort.

If the partners failed to discuss individual and organizational goals during vision development, revisit that component to reestablish buy-in, re-articulate the collaborative vision, and redefine the objectives and action steps for achieving the vision. It is possible that minor adjustments to the "how to's" of achieving the overall vision will accommodate individual and organizational goals.

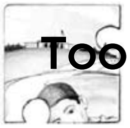
Pitfall:

Apathy in the community about the problem or issue.

Solutions:

Assess the nature and extent of the problem or issue to be addressed and determine if an existing collaboration is addressing or has already addressed the issue. What is perceived as apathy may actually be due to a lack of a real problem or that the problem is being addressed by another collaboration.

Apathy may result from lack of public education or awareness about the issue or a community's frustration that "nothing can be done" about the problem. Thus, engaging one or two well-respected community leaders to champion the issue may be the first step toward garnering the interest of a broader network of potential stakeholders.



Tool 2

Tools to Plan and Chart Your Progress

Tool 2

Identifying Stakeholders.

This tool can be used to assist you in identifying potential stakeholders, their potential contributions, and their expectations for the problem-solving project or other community policing initiative.

Stakeholders are individuals, groups, and organizations who…

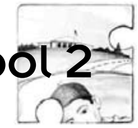
1. care if the problem is solved or the issue is addressed.
2. are being impacted by the problem or issue.
3. can help solve the problem or address the issue.
4. bring knowledge or skills about the issue.
5. will benefit if the problem is solved or the issue is addressed.
6. will bring a diverse viewpoint to the collaboration.

Directions:
Make additional copies of the chart as needed. The primary partners in the collaboration should ask the following questions for each potential stakeholder. The responses to the questions should help the partners determine whether involvement of the stakeholder may further the goals of the community policing initiative. Answers to the questions will also provide talking points for the invitational conversation (e.g., the benefits to participation by the stakeholder).

- What is the reason that the individual or organization has been identified as a stakeholder for the community policing effort?
- How will the individual or organization envision their role and what expectations will they bring to the project?
- What does the individual or organization bring to the community policing effort?
- What is the goal of working together with the identified individual or organization?
- How will the individual or organization benefit from the relationship?
- How do you, as the primary partners, envision the individual or organization being involved in the collaborative effort?

Once all the stakeholders have been identified, develop a plan to obtain the commitment of the identified stakeholders for the collaborative effort. The plan should address how the individual or organization will be contacted, by whom, and by what date.

Tool 2



Identifying Stakeholders

	Stakeholder	Stakeholder
Name		
Affiliation		
Telephone		
Fax		
E-mail		
Mailing Address		
Reason Identified		
Expectations		
Possible Contributions		
Goal of Working Together		
Benefits of Participation		
Involvement		
	Stakeholder	**Stakeholder**
Name		
Affiliation		
Telephone		
Fax		
E-mail		
Mailing Address		
Reason Identified		
Expectations		
Possible Contributions		
Goal of Working Together		
Benefits of Participation		
Involvement		

Tool 2

	Stakeholder	Stakeholder
Name		
Affiliation		
Telephone		
Fax		
E-mail		
Mailing Address		
Reason Identified		
Expectations		
Possible Contributions		
Goal of Working Together		
Benefits of Participation		
Involvement		

	Stakeholder	Stakeholder
Name		
Affiliation		
Telephone		
Fax		
E-mail		
Mailing Address		
Reason Identified		
Expectations		
Possible Contributions		
Goal of Working Together		
Benefits of Participation		
Involvement		

Trust

In Section 3

Tool 3: Developing Team Norms

Tool 4: Global Vote Exercise

The Vision

Partners are truthful in their communication with each other and demonstrate that all stakeholders have the best interests of the collaborative effort in mind during project-related discussions. Partners are at ease in discussing individual concerns about the project and do not withhold valuable information from each other. Partners demonstrate a willingness to share human and financial resources.

Trust

Build for your team a feeling of oneness,
of dependence upon one another and of
strength to be derived from unity.
–Vince Lombardi

Action Steps to Success

Trust is central and fundamental to developing a collaborative working relationship between law enforcement and the other partners. Taking the time to build trusting relationships with partners will often spell the difference between success and failure. Trust must often be developed on a one-to-one basis between primary partners, and then among all partners. Therefore, sufficient time must be allotted during the planning process to allow this trust to develop. Trust should deepen as the collaborative effort proceeds and partners prove themselves through their performance. Inherent to trusting relationships is respect for each other (including each other's differences), integrity, and open communication. Partners will, invariably, come to the project with life experiences and preconceptions that may make building trust challenging. However, without trust, partners may be hesitant to work as a team and reluctant to share the talents, time, and resources needed for the collaborative effort.

Step 1

Make Personal, One-on-One Contact with Stakeholders.

Initial contact with stakeholders is more effective if it is made personally, one-on-one. Contact with an individual may be made through a phone call or a personal visit to introduce the project and invite the individual's participation. The primary partner should share his/her interest and role in the project and ask the person contacted about his/her thoughts on the problem/issue that the collaboration is addressing.

Step 2

Be Certain to Listen and Show Respect for What the Partner/Stakeholder Has to Say.

Open and sensitive communication is critical for trust building. When a partner shares his/her perspective, do not judge what s/he is saying. Rather, process the information at face value and consider it with an open mind. Suspend judgment, listen, and work to understand a person's perspective rather than working to persuade him/her to your ideas.

Step 3

Follow up.

Follow up with a letter, such as the one inviting the stakeholder to be a part of a meeting to create a shared vision (see Section 4, Tool 5: Sample Invitation to a Meeting to Develop a Shared Vision). Communicating through a memo or newsletter may keep people informed, but it is not a substitute for personal contact. Do not leave partners' questions unanswered. A lack of openness can translate into a perception of deceptiveness.

Step 4

Do Not Rush.

Don't feel that time to build trust needs to be rushed so that the work of the project will move ahead. Since trust is only based in part on past behavior and is also based on an emotional feeling or intuition about individuals, it cannot be switched on like a light. Only genuine trust is effective; feigned trust will not produce an effective collaboration.

Step 5

Establish Norms/Ground Rules That Create a Tone of Collaboration and Support Good Communication Skills.

Regardless of the size of the partnership, ground rules and norms help to ensure that etiquette is observed and that all partners are encouraged to ask questions, offer opinions, and listen to the ideas and opinions of others. The variety of ideas can build stronger relationships and a better project. Ground rules and norms should be developed at the vision/common goals meeting and periodically revisited (see Tool 3: Developing Team Norms). The question to be asked, for 2 or 200 hundred partners is, "What agreements can we make that will help us work together in an effective and efficient manner?"

Norms will be unique to each collaboration. However, collaborative norms will answer these questions at a minimum:

- How long can I expect a meeting to last?
- Will meetings start on time?
- If I disagree on certain issues, how will the disagreement be handled?

Example 3 Norms

Have you ever been part of a group that always starts the meeting 10 minutes late? Does the leader always wait for a certain member before starting the meeting? Is there a subgroup of individuals who always dominate the meeting? If asked about norms, a member of such a group might say, "Oh, we didn't take time to develop norms. We are a small and informal group." Well, the group does have norms, norms that are disruptive and dysfunctional. The implied norms are:

- The meeting starts 10 minutes after the announced time.
- Some members are more important than other members who arrive on time.
- It is acceptable for a few individuals to dominate the discussion.

- Are all the partners equal, or do some groups have more power than others?
- How are decisions made?
- How do collaboration members treat each other?
- What behaviors are acceptable and unacceptable within the collaboration?

Norms will support positive collaborative functioning when they are:

- Posted and easily viewed at meetings.
- Used as facilitative tools to confront disruptive behavior.
- Used to orient new members to the collaborative partnership.
- Revisited periodically and changed if necessary.
- Followed and valued by the team.

Good communication and respectful interactions guided by group norms that have been developed, agreed upon, and adhered to by all partners will help to build trust.

Example 4 Ground Rules

Meeting ground rules or team norms may include:

- Respect meeting start and end times.
- Expect participation from everyone.
- Stick to the meeting agenda.
- Do not criticize the individual or statement when brainstorming.
- Allow only one individual to speak at a time.
- Make all decisions by consensus.

Step 6

Be Trustworthy.

Do not promise more than can be delivered. Be responsible, accountable, and loyal. Apologize when appropriate. In all interactions, act in a way that earns the trust needed for successful collaborative problem-solving.

Step 7

Do Not Ignore Troubles.

Ignoring brewing conflict leads to erosion of trust. Address issues through facilitated, one-on-one discussion or implement another means of conflict resolution (see Section 7, Tool 12: Tips for Conflict Management).

Avoiding the Pitfalls

When developing and strengthening trust in a community policing collaboration, be mindful of the following pitfalls and consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration; in particular, items 5–8 can help partners to assess trust.

Pitfall:

Partners are hesitant or unwilling to contribute or share resources. If members of the partnership do not trust that all other members are operating with the best interests of the collaboration as their guiding principle, they may fear being manipulated or being taken advantage of and will not offer their valued resources for joint use. It may be the case that a partner feels s/he has already been taken advantage of and is protecting against future occurrences.

Solutions:

When some individuals do not have all the facts, fear may influence their explanations or understanding. Continually share information and decision-making with all partners. Bring closure to all discussions and misunderstandings, even if this means "getting back to someone" with an answer to a difficult question.

Acknowledge and value all resource contributions. Hold all partners accountable for their resource commitments.

Incorporate the vision statement into all collaboration meetings and be certain to ensure that a direct link exists between strategies devised and the outcome described in the vision statement.

Pitfall:

Partners are unwilling to share information. Without confidence that information will be kept confidential within the partnership and that it will not be misconstrued by the partners or in the media, partners will not share valuable information.

Solution:

In the beginning of the partnership, develop a memorandum of understanding (MOU) about what information will be shared with whom. Specifically address how confidential and proprietary information will be handled. If the partnership began without an MOU, hold a meeting to work through issues of information sharing, conflict resolution, and resource contribution in a formal, agreed-upon document signed by all partners (see Section 8, Tool 13: Memorandum of Understanding Development Guidelines).

Pitfall:

Partners frequently overreact during meetings, become emotionally upset, or create a public scene. If members of the collaboration "act out" during meetings over seemingly minor issues, this may be because a brewing problem of trust has been ignored.

Solutions:

The underlying issue must be discovered and addressed; otherwise, only the symptoms will be addressed and problems will arise again at a later date. Address issues through facilitated, one-on-one discussion, or implement another means of conflict resolution (see Section 7, Tool 12: Tips for Conflict Management).

In addition to addressing underlying problems, trust can be rebuilt through team-building activities such as ropes courses, nature challenges, and other facilitated exercises. To have a lasting impact, these exercises must be translated back to the work and work style of the collaboration.

Tools to Plan and Chart Your Progress

Tool 3: Developing Team Norms, outlines the process by which stakeholders can develop norms for the team that is forming. Tool 4: Global Vote Exercise, will help team members discuss their feelings, attitudes, and trust, so that team members better understand each other and establish a foundation that can improve trust and confidence in one another.

Tool 3

Developing Team Norms

Directions:
Team norms should be developed using the following process:

1. Explain the importance of developing norms (refer to the text on developing norms in step 5). Inform the group that they are going to develop a set of ground rules or norms, which will guide the partners as they work on the collaborative initiative.
2. Suggest areas that may be considered when developing norms. These include but are not limited to time; decision-making; communication issues such as listening, interrupting, and side conversations; conflict management and confidentiality.
3. Follow brainstorming guidelines (refer to Section 5, Tool 9), ask the team to offer ground rules/norms that they would like to implement. Record all suggestions.
4. When the team has exhausted their suggestions, review the list, giving members an opportunity to comment or to ask questions. Team members may also voice opposition to a particular norm.
5. After the norms have been reviewed, the facilitator asks if everyone can live with and agree to follow the suggested ground rules.
6. When all team members are in agreement, the agreed upon norms are accepted guides for the working interactions of the team.
7. Write out the final norms and post or disseminate them to the team.
8. The team should revise the norms when they become less than useful or unnecessary.

Tool 4

Global Vote Exercise[1]

Position two large signs about 30 to 50 feet apart. On the left sign (as you face it), write “Almost Never” and the number “1.” On the other sign, write “Almost Always” and the number “7.” Each partner should visualize a scale between 1 and 7 between the two signs. A facilitator will make a series of statements. After the first statement, the partners should stand on the scale at the number corresponding to his/her impressions or responses to the statement. After all partners are standing on the

[1] Adapted from: Bodwell, D.J. *High Performance Teams.* Dallas, TX: PT Consulting Partners. http://rampages.onramp.net/~bodwell/home.htm.

scale, the facilitator will select someone and ask, “Why are you standing there?” The facilitator should ask another person the same question and continue doing so until all partners have the opportunity to respond. Repeat the activity for the three following statements:

- We tell each other the truth.
- We respect one another.
- We seek to understand one another.

After asking “Why are you standing there?” to each partner for the third statement, the partners need a break to think about what the other team members have said and how they might better work with each other.

Shared Vision and Common Goals

In Section 4

Tool 5: Sample Invitation to a Meeting to Develop a Shared Vision

Tool 6: Sample Form for Soliciting Feedback from Stakeholders Unable to Participate in the Visioning Meeting

The Vision

The partners in the collaborative effort have articulated, agreed upon, and are working toward specific common goals and demonstrate a commitment to the values and beliefs that guide the collaboration. The partners view themselves as part of a worthwhile effort and believe that they can improve the community through their participation in the collaboration.

Shared Vision and Common Goals

The soul cannot think without a picture.
—Aristotle

Action Steps to Success

The various interests represented by the collaboration's partners necessitate creating and articulating a common vision. That vision statement will form the foundation from which all other strategic elements emanate.[2] The vision statement should express the philosophy (values and beliefs), as well as purpose, of the collaboration, to which all partners agree. Developing a vision can be a difficult, time-consuming task. However, the vision statement is critical—it will clarify and chart the collaboration's future direction.[3]

The collaboration's success will depend, to a large extent, on the clarity of the shared vision and whether it has incorporated all the reasons for the collaboration's existence.[4] A shared vision brings focus to the team. A lack of focus allows for conflicting agendas. As the initiative progresses, collaboration partners should reassess and modify the vision statement if the community's needs change, a problem is solved, or if collaboration membership changes significantly. However, because the vision is the foundation for the community policing collaboration, modifying the vision statement should not be considered lightly.

Step 1

Plan the Vision/Common Goals Meeting.

Review Section 5, Expertise, to learn how to plan and conduct effective meetings; select a meeting location and time and develop an agenda. Taking the time to plan the visioning meeting and making sure that appropriate stakeholders are invited will be a great first step in ensuring the success of the collaboration.

Step 2

Invite Stakeholders to the Vision/Common Goals Meeting.

Once the stakeholders have been identified (see Section 2, Tool 2: Identifying Stakeholders), invite these stakeholders to a meeting to develop the vision and define common goals of the problem-solving effort or other community policing initiative. The number of individuals who attend the visioning meeting may not be

[2] Below, P.J., Morrissey, G.L., and Acomb, B.L. *The Executive Guide to Strategic Planning.* San Francisco, CA: Jossey-Bass, 1987.

[3] Goodstein, L.D., Nolan, T.M., and Pfeiffer, J.W. *Applied Strategic Planning: A Comprehensive Guide.* San Diego, CA: Pfeiffer and Company, 1992.

[4] Ayers, M.B. *Strategic Planning for Local Gang Prevention and Control.* Prepared for the Police Executive Research Forum by Circle Solutions, Inc., Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance, 1994.

as important as the individuals invited. Often, individuals and organizations, regardless of whether they can attend the visioning meeting, will feel more a part of the community policing initiative if they are invited to contribute their ideas during the project. This is one reason that brainstorming about stakeholders should be inclusive rather than exclusive.

Decide on ways to gather ideas from interested stakeholders who are unable to attend the meeting. One technique is to solicit, in advance, written ideas that capture their vision for the community policing initiative. Personal invitations (by phone, letter, or e-mail) present an opportunity to begin to establish trust among stakeholders, even for those unable to attend the visioning meeting.

Communicate the following points:

- The impetus for the meeting is the partnership among law enforcement and school, community group, etc., to address a specific community problem or issue.
- Basic information known about the problem or issue.
- The purpose of the meeting (i.e., to agree upon a vision and common goals for the initiative).
- Meeting logistics.
- Each invitee was identified as someone whose perspective and ideas are important.
- The meeting will start and end on time (usually no longer than $1^{1}/_{2}$ hours to respect attendees' schedules and ensure that the discussion is focused and productive).
- Participation in the visioning session will *not* obligate the stakeholders in any way.
- Invitees may extend an invitation to others who may have a stake in the community policing effort.

A sample personalized letter of invitation to a meeting to develop a shared vision is provided in Tool 5. Also, Tool 6 provides a sample form to capture ideas from stakeholders that are unable to attend the meeting. This form may be mailed or e-mailed with the letter or used to record information provided during a telephone conversation with the stakeholder.

Step 3

Identify a Facilitator and Other Staff for the Meeting.

The facilitator may be one of the primary partners, a stakeholder, or a professional facilitator hired expressly for this meeting. Refer to Section 5, Expertise, to learn more about the role of a facilitator and for facilitation tips. Select a meeting recorder/notetaker (at future meetings, the recorder can be determined on an ad hoc basis).

Step 4

Conduct the Vision/Common Goals Meeting.

When stakeholders arrive at the visioning meeting, the primary partners should greet each person individually. Also, providing basic refreshments is a nice compliment to a first meeting, but certainly refreshments are not required for a successful meeting. Throughout the meeting, the collaboration's primary members should model their partnership and conduct the meeting together.

Outline for the visioning meeting:

1. Introduce the primary partners; describe objectives of the meeting and background on the issue/problem.
(5 minutes)
2. Introduce attendees and their interest or background in the problem/issue being addressed.
(10 minutes)
3. Brainstorm with the group on meeting ground rules or broader norms for the collaboration. (Misunderstanding and conflicts arise when norms are implied rather than explicitly articulated.)
(10 minutes)
4. Identify the community/target area and population. The problem/issue that has brought the team together may have been identified through a grant application. Defining the specific population and geographic boundary of the project is necessary before developing a shared vision. If available, present and discuss preliminary information that may provide insight about a problem in a certain location.
(5 minutes)
5. Plan for the future. Ask each person to think ahead to a specific time (e.g., 6 months, the next school year, etc). Decide on a timeframe that makes the most sense for your particular situation. Ask the group to envision what the community/school situation will be like once the problem or issue is addressed. The facilitator asks questions such as:
   - What is happening?
   - What do you see and hear?
   - What is different?

   Participants answer these questions silently. Each person should jot down key phrases that describe their experience. Encourage participants to express their most idealistic, hopeful, and positive ideas. This is not the time to restrict and edit thinking. Remember that you are working toward articulating a shared vision.
   (5 minutes)

Example 5 Identifying the Target Area or Population

If bullying among students at schools is the issue that brought you together, define the population to be addressed and the geographic area you are targeting.

- Does the problem pertain to an entire school?
- Are you addressing a specific grade within the school?
- Does the target group cover several grades (e.g., student athletes, band members)?
- Do you want to target incidents occurring on school grounds but outside the building?
- Do you want to include incidents that spill over before and after school to the three blocks surrounding the school, including businesses that have complained of incidents?
- Are you thinking of a vision for the building?

6. Share ideas. Depending on the size of the group, this step can be conducted individually, in pairs, or in a small group of three or four participants. If there are less than eight participants, have each person share the one or two most important things that s/he has jotted down. A group of 8 to 12 can work in pairs. A larger group can be broken into small work groups. For larger groups, go from person to person, pair to pair, or group to group and ask a spokesperson to present one of the ideas recorded. Only one idea is presented at a time. Continue going from person to person (or group to group) until all major thoughts have been spoken and recorded. List other ideas obtained from persons not able to attend the meeting.
(20 minutes)

7. Identify themes. Ask the group (still working individually, in pairs, or in small groups) to use the list generated in the previous step to identify recurring themes that capture the spirit and vision of the group. Write these themes as two- or three-word vision statements.
(10 minutes)

8. Formulate one vision statement that captures the themes and issues. This will become the statement that you communicate as you recruit new partners and garner support. This is the statement that describes the shared vision—what the partnership is working toward. Depending on the time and the energy of the group, this step may have to be completed at a different time with a subset of the entire group. If the statement is not developed by the whole group, provide a way for those not involved to give final approval.
(20 minutes)

Example 6 Identify Themes

A team is developing a crisis management strategy for Langdon High School. Confirm that the high school is the appropriate level at which to work. The target population is all students (grades 9–12) and people who work at the school. Some themes that might have emerged from the previous steps are:

- Teachers and students know what to do in a crisis.
- Current service contact information is accessible to all school personnel.
- Classrooms have crisis kits.
- Teachers can contact the office from the classroom.
- Parents have confidence in school safety.
- Immediate responders have accurate school layout and other information.

9. Recap the meeting objectives, summarize what the meeting accomplished, discuss next steps for the group, and determine if participants are interested in being ongoing partners in the endeavor. (5 minutes)
10. Thank participants for attending the meeting.

Step 5

Keep the Vision Statement Visible and Use It.

Once the vision statement is developed, post it on a flipchart in the meeting room. Include the vision statement at the top of future meeting announcements or agendas. If this is a school project, ask a student to write an article for the school newspaper about the group's vision. Be creative in the ways the target community is notified about collaboration efforts and activities.

The primary purpose of the vision statement is to provide focus to the endeavor and keep partners energized. Some creative, specific, and additional uses for the vision statement include:

- **To give direction for resource expenditures.** Make a poster of the vision statement. Display the statement at meetings as a reminder of the collaboration goals. Allocate resources in ways that will bring the team closer to the shared vision.
- **To direct discussion**. The vision statement can help direct discussions about alternative responses or courses of action.
- **To provide a common ground and defuse disagreements.** Returning to the shared vision reminds partners of agreed-upon direction when there are disagreements.
- **To serve as a basis for future planning.** The shared vision can be the basis for direction—developing the objectives and strategies in the action plan (see Section 10, Action Plan).
- **To serve as a public relations tool.** Publicize the shared vision. Use the shared vision to identify and distinguish your collaborative initiative. Incorporate the vision statement in a symbol for the project. Have a poster contest to choose a project logo. This is a creative way to involve youth. Brainstorm ways to advertise the vision throughout the community and attract new partners to support the initiative.
- **As part of daily school announcements (for school-based projects)**. It would not take long to end the morning announcements with, "Remember our commitment to make

Example 7 Vision Statement

A sample statement might be:

Our vision is to create a safe high school where students, school personnel, social service providers, and emergency responders are not only prepared and equipped to deal with a school crisis, but also are always working towards preventing any such crisis.

Central High School a bully-free environment." This is also an opportunity to incorporate some of the themes that were identified in the meeting as points of special emphasis. For example, one week's announcements might suggest specific ways that the school community can demonstrate respect for diversity.

- **To keep it alive.** A shared vision statement can be a source of inspiration and a great recruiting tool. It must be kept in the minds of the collaboration members.
- **As a benchmark for project evaluation.** Collaboration partners will want to know whether the time, resources, and talents they have committed to the vision have been successful. The vision statement can be the foundation on which an outcome evaluation is designed.

Avoiding the Pitfalls

When developing and strengthening a shared vision in a community policing collaboration, beware of the following pitfalls and consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration; in particular, items 9–12 can help partners to assess the shared vision.

Pitfall:

The community is apathetic about the cause; therefore, the effort loses steam or does not get off the ground. If potential stakeholders and those with resources do not rally to the cause, the project may not get off the ground or may be slowed or stopped due to a lack of personnel, political, or financial support.

Solutions:

Often, potential stakeholders may not fully understand how the issue impacts them specifically; this promotes apathy. Gathering preliminary information that demonstrates who is impacted and describes specific short- and long-term impacts to those individuals or organizations will make the issue real and help generate support. Do not proceed with vision development until the problem or issue is sufficiently understood by all stakeholders.

While the collaboration's founding partners have an initial intent for coming together, they must be open to allowing the vision and objectives to accommodate individual stakeholders' agendas that are reasonable and within the goals of the community policing effort. Be sure to involve all potential partners in the vision development meeting so that individual expectations can be heard and considered. Revisit and revise the vision statement if it does not accommodate those needs.

Pitfall:

Meetings are long and unproductive. If meetings are not directed by or do not support the outcomes outlined by the vision statement, collaboration partners will likely find themselves digressing from the main objective of the meeting, arguing over decisions, or expending resources on activities that do not support the vision. This will lead to frustration and chaos.

Solution:

Make the vision statement visible; continually refer to it as a gauge of whether the team is on track. Post the vision statement at each meeting, and make sure that it is prominently displayed on meeting agendas and on all correspondence sent to collaboration partners. Never schedule a meeting until determining that the meeting agenda supports the collaboration vision.

Pitfall:

Partners focus on current obstacles rather than on future possibilities. When the partners become so entrenched in the details of planning and implementing tasks that they fail to deal with these activities within the context of the overall vision, they may become discouraged by challenges and want to give up.

Solutions:

Begin each planning meeting by briefly reviewing the vision statement. Post the statement in the meeting rooms. Before assigning a task, always reiterate the importance of the task and show how the task supports the collaboration's overall vision.

As a team, assess whether sufficient resources have been allocated to complete a particular task. If they have not, use Section 2, Tool 2: Identifying Stakeholders under "possible contributions" to reallocate personnel resources based on available skills. Also refer to Section 9, Tool 16: Identifying Funding Resources and Options for help on how to organize the search for additional funds or in-kind resources.

Pitfall:

Partners become discouraged and lose energy for the project. If the team's vision is unrealistic or the project is unrealistic given the amount of time or number of persons (or organizations) available to accomplish the project, partners will see themselves as failing before they begin and won't be enthusiastic about the project.

Solution:

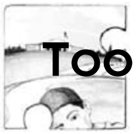
Be sure to develop a vision that is attainable within the realm of available resources. If all partners agree to a somewhat lofty vision, consider setting short-term objectives that can be achieved and celebrated while striving for the overall, more ambitious (but perhaps attainable) outcome.

Pitfall:

The collaboration fails to produce results commensurate with the time and effort expended. If the partners lose focus on the vision, they may mistake certain activities as productivity. Therefore, partners may realize at some point that while they are quite busy, they are no closer to the goal.

Solution:

Do not commit the collaboration to implementing a task without clarifying how that activity will bring the collaboration closer to the shared vision. If that link is not obvious, do not proceed.



Tools to Plan and Chart Your Progress

Tool 5 is a sample letter that may be modified and used to invite stakeholders to a meeting to develop the collaboration's vision and project goals. Tool 6 is a sample form that may be used to collect information from stakeholders who are unable to attend the Vision/Common Goals meeting, but who would like to provide input into the effort.

Tool 5

Sample Invitation to a Meeting to Develop a Shared Vision

Date

Dear (Name of Stakeholder),

The (law enforcement agency name) and the (name of primary partner/partner organization) are joining together to address the problem of (name identified problem/issue) in (name specific school, neighborhood, or community). One of our first steps in working together was to identify groups and individuals that may have an interest in addressing this problem. You have been identified as someone whose ideas and perspectives would contribute to addressing this important issue.

On (date) at (time) we will be meeting with stakeholders at (place) to begin to discuss these issues and develop a shared and agreed-upon vision of what we plan to achieve by addressing this issue. This meeting will last no more than $1\frac{1}{2}$ hours. This meeting will be facilitated by (name or affiliation of the person who will facilitate), which will allow us to keep the process on track and end the meeting on time.

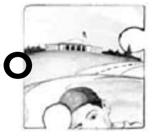
We are very excited about this collaborative project, and we hope that you will decide to be an ongoing member of our team. It is important, however, to note that attendance at this meeting will not obligate you in any way.

It is our intent to involve as many different groups and individuals as are interested in this dialogue. Please feel free to bring other interested people to the meeting. Everyone is welcome.

If you are interested in this project but are unable to attend the meeting, please contact (name of contact) at (give e-mail address, phone number, and a mailing address) and share your ideas so that they may be included as we develop the vision that will guide our work. Also, please contact (name given above) if you have any questions.

We need you and your ideas to address (problem/issue) in our community. Please join us on (repeat logistical information). We look forward to seeing you at this meeting as we take the first important step in addressing (issue).

(*Signed* by the primary partners)



Tool 6

Sample Form for Soliciting Feedback from Stakeholders Unable to Participate in the Visioning Meeting

Thank you for taking a few minutes to provide your ideas and perspective in addressing (problem or issue) in (target location). We appreciate your feedback and welcome your ongoing participation in our collaborative community policing effort. Please also provide your contact information (if we do not already have that information), so that we may contact you regarding questions, provide you with information from our visioning meeting, and notify you about follow-up meetings and activities.

Name: ____

Affiliation (if appropriate):____

Phone #: ___________________________Fax #: _________________________

E-mail: ____

Street Address: ____

____

1. In your opinion, does (problem/issue statement) appropriately define the issue/ problem?

Example 8

- In your opinion, does bullying on the Wilson Elementary School playground during lunch and recess appropriately identify the issue?
- In your opinion, does theft of vehicles from Northwest Madison neighborhoods and local parking lots appropriately identify the problem?
- In your opinion, does developing a coordinated, multidisciplinary strategy for addressing crises such as a bomb threat, school shooting, natural disasters, fire, chemical spill, or explosion, etc., at Langdon High School appropriately identify the issue?

2. Please provide your perspective on whether addressing (problem/issue) in/at/on (the proposed geographic area) is the appropriate target location or whether and why a broader or narrower target area should be addressed.

Example 9

- Please provide your perspective on whether addressing bullying on the Wilson Elementary School playground is the appropriate target location or whether and why a broader or narrower target area should be addressed.
- Please provide your perspective on whether auto theft from the Northwest Madison neighborhoods and parking lots is the appropriate target location or whether and why a broader or narrower target area should be addressed.
- Please provide your perspective on whether developing a crisis management strategy for Langdon High School is the appropriate location or whether we should develop the plan at a broader (e.g., districtwide or countywide) level?

3. Visualize 1 year from now. What do you think the (community/school issue/problem) will look like once the problem is addressed? Specifically:

- What is happening? ____________________
- What do you see and hear? ____________________
- What is different? ____________________

4. How would you like to be involved in the partnership to address (problem/issue)?

5. When is the best time for you to meet? ____________________

6. What is the best method and time to contact you? ____________________

7. What are your expectations from the collaborative effort? ____________________

Is there anyone else you would like us to invite to participate in this effort? If so, please provide names, affiliations (if appropriate), and contact information.

____

____

Expertise

In Section 5

The Vision

Collectively, the partners possess all necessary knowledge and skills to complete all of the tasks that will be essential to successful implementation of the collaborative effort. The partners know what resources will be required and have plans to resolve gaps in existing expertise.

Expertise

Genius is one percent inspiration and ninety-nine percent perspiration.
—Thomas Edison

Action Steps to Success

Regardless of how clear the vision or how detailed the action plan, if partners do not collectively possess the expertise to complete required tasks of the collaborative effort, there will be doubts about the project's chances for success. It may be frustrating to know what should be done, but not have the talent or skills to accomplish the vision. Each community policing collaboration requires its own specific set of skills and expertise. One of the many positive aspects of collaboration is that because numerous individuals and organizations are involved in the project, no one person must possess all of the skills necessary for success.

Step 1

Identify the Knowledge and Skills That You Will Need to Implement the Collaborative Effort.

Tool 7: Expertise and Resources—What Does the Collaborative Effort Need? will help identify the specific skills that the collaboration will need.

Step 2

Identify Partners' Knowledge and Skills.

As part of the process of identifying stakeholders for the collaborative effort, you also should have identified possible contributions that each of those stakeholders may bring to the collaborative effort. Ask each stakeholder to highlight the knowledge and the skills that s/he brings to project. Tool 8: Sample Expertise and Resource Inventory is included in this section.

Step 3

Identify Gaps in Knowledge and Skills and Develop a Strategy to Fill Those Gaps.

Once you have assessed the existing range of knowledge and skills available to the collaboration, identify knowledge/skills gaps and develop strategies for how to bring needed skills to the collaboration. For example, partners may decide to identify new stakeholders who can fill knowledge/skills gaps, or partners may choose to implement training or education activities among the existing stakeholders to fill gaps in critical knowledge and skills. Only by carefully analyzing the knowledge/skills needs of the project and developing a realistic plan to access these knowledge and skills will the collaboration be ensured that the necessary expertise exists to actually implement the community policing effort.

Step 4

Ensure That Facilitation Skills Are Present within the Collaboration.

Facilitation skills are essential for project planning, sustaining stakeholder involvement, conducting effective meetings, resolving conflicts, and ensuring open communication. One or more of the partners may be a facilitator, be willing to learn the skill, or have access to a facilitator. An objective facilitator may also be employed.

Some individuals are more natural facilitators than others. However, facilitation is a skill; individuals can learn facilitation techniques, improving their skills with practice. Facilitators act as guides rather than subject matter experts. The facilitator's responsibility is to ensure structured interaction while creating an environment in which individuals are comfortable in expressing their views and concerns and engaging in brainstorming, planning, and problem resolution.

Facilitators generally do not participate in discussions—rather, they direct them. A facilitator should:

- Enforce the meeting ground rules.
- Draw all persons into the conversation equally (see Tools 9 and 10).
- Reduce interruptions.
- Explore a variety of alternatives within the discussion.
- Avoid "taking sides" rather, mediate differences.
- Keep the meeting moving, honoring time constraints.
- Provide objective reporting of decisions.

Refer to Learn More About It, found at the conclusion of this section for more resources on facilitation.

Facilitator Do's and Don'ts

Do:

- Set the room in a way that all participants can face one another.
- Break the ice in a newly formed group. (Many icebreaker exercises are readily available.)
- Sit during the discussion, unless recording discussion points on newsprint/flipchart paper.
- Clearly discuss with the group the purpose of the meeting—at the beginning of the meeting.
- Refer to the agenda and keep discussion focused on the meeting objectives.
- Listen and ask questions.
- Provide information, not opinions.
- Respond to comments with empathy.
- Give participants time to think and process information.
- Build on contributions.
- Encourage input from all participants and respect everyone's opinion.
- Postpone new topics until a future meeting.
- Summarize comments and clarify direction.
- Observe body language and respond appropriately.
- Help the group come to its own conclusions.
- Suggest problem-solving and conflict resolution techniques.

Don't:

- Set the room for theater or classroom style seating.
- Make conversation only with well-known members of the group or assume that all participants know one another.
- Use a podium or present an authoritative or overbearing presence in the room.
- Develop meeting objectives in a vacuum, without input from partners, or leave objectives unstated.
- Encourage discussion of unrelated issues and suggestions or personal issues.
- Make lengthy comments.
- Use the role of facilitator to present your own ideas or get your way.
- Make negative comments.
- Fear silence or fill discussion pauses with chatter.
- Overlook even small contributions.
- Allow one individual to steal the show, or ignore others.
- Replace the current agenda with someone's current crisis.
- Act "bossy" and give directions.
- Take things personally and ignore signs that a break or shift is needed.
- Provide solutions or make decisions for participants.
- Fail to intervene.

Step 5

Know How to Conduct Effective Meetings

While most individuals do not look forward to attending meetings, they are a necessary part of collaborative initiatives. Meetings that are well planned, focused, and conducted in a respectful, efficient manner can foster and support successful collaborative efforts. Partners in the collaboration should share responsibility for planning and conducting meetings. Sharing responsibility lightens the burden and provides opportunities for more individuals to have a meaningful role in the collaboration. There are four phases to conducting effective meetings:

Phase I: Planning the Meeting

1. Decide on a clear goal for the meeting and make sure that the agenda reflects that goal.
2. Be prepared with any information that is needed for the meeting.
3. Decide who needs to be present to accomplish the meeting goal.
4. Plan the agenda with collaboration partners. Remember that people support what they help create.
5. Include realistic time allotments for each agenda item; identify who will present or facilitate each session listed on the agenda.
6. Distribute the agenda and any background information to participants at least one week before the meeting.

Phase II: Meeting Logistics

1. Start and end the meeting on time.
2. Provide sign-in sheets with space for name, organization, and contact information.
3. Select meeting space that is comfortable, safe, and convenient.
4. Schedule informal time before and after the meeting for participants to network.
5. Have regularly scheduled meetings, but don't have meetings just to meet.

Phase III: Conducting the Meeting

1. Facilitate introductions, unless you are certain that all participants know one another.
2. Establish agreement on the agenda items and ground rules/norms (see Section 3, Tool 3: Developing Team Norms).
3. Make sure discussion stays "on track."
4. Honor agenda time allotments.
5. Wrap up each discussion by summarizing any conclusions aloud.
6. Move to the next agenda item only when all participants agree about the summary/conclusions from the previous agenda item.
7. Encourage active participation by all participants. Avoid having the meeting dominated by the most vocal participant(s).

8. As the meeting facilitator, keep the discussion balanced, never “take sides.”
9. Rotate chairing the meeting.

Tips for Meeting Leaders

- Have a sense of humor.
- Avoid being defensive.
- Use open-ended questions that require participants to say more than “YES” or “NO.”
- Look around the room for “cues” from participants that the pace of the meeting should be slowed or sped up.

Phase IV: Following Up on the Meeting

1. Periodically ask participants to assess the effectiveness of the meetings and to recommend strategies for improvement.
2. Make follow-up calls or send notes as reminders for any agenda items that require additional action.
3. Summarize decisions, announcements, date of next meeting, and follow-up responsibilities. Send this information to all participants.

The best way to avoid difficult situations is to anticipate them and implement good planning and prevention techniques. However, in spite of all efforts to plan and conduct effective meetings, a meeting can be sidetracked and lose focus. Consider the scenario in Example 10.

Example 10 Loosing Meeting Focus

There have been a number of incidents involving fights after school between two factions of the student body. The dissention is causing parents to take sides, and the incidents are continuing across the street after school hours. You (a school resource officer) and your partner (one of the school’s vice principals) have been working together for a month. During that time you have engaged a number of other individuals (two parents, a counselor, a representative of the student council, and the owner of the convenience store across the street from the school) interested in working to address the problem. You and your partner realize that it is important to have a larger group involved, so you jointly plan a meeting to develop a shared vision for the school community. You have planned the meeting carefully. The purpose of the meeting is clear. The agenda is well designed. The meeting turnout is great. You are pleased that so many people are attending the meeting, but then...

- A participant strays from the agenda.
- A participant challenges the way you are conducting the meeting.
- The group continues to raise the same point over and over.
- Some participants conduct side conversations during the meeting.
- A participant verbally attacks another group member.
- A participant continually expresses doubts about accomplishing the stated goals, saying, “Yes, but...”

Tips on How to Save a Meeting[5]

Use these tips to manage disrupters and turn bad situations into productive meetings:

- Use the agenda to keep things on track.
- Should you get off track, have the group decide what to do. For example, "We seem to have gotten off the agenda topic, so do you want to spend 5 minutes more talking about this issue, or would you rather return to the agenda and table this discussion until after we have finished our business?" Have a well-defined agenda, but allow flexibility so that stakeholders may raise issues they believe are important.
- Acknowledge the disruption. If you feel undermined or frustrated, admit it. Other group members also may be frustrated by the disruption and can work with you to get the agenda back on track.
- When appropriate, use humor to ease tense situations. You want meetings to be enjoyable, even when the work is serious. A word of caution—never use humor at the expense of a member of the group.
- Take a break and talk with the disrupter(s). Address sensitive issues outside the room.
- Appoint a subcommittee from the large group that will address the problem/issue.
- Adjourn the meeting and reschedule it to allow tempers to cool and more information to be collected about the issue. That will allow participants to make an informed decision.
- Recognize that when all else fails, you may need to ask the disrupter(s) to end their participation in the meeting.

Step 6

Recognize That Your Needs for Specific Knowledge and Skills Will Change.

Collaborative efforts grow and evolve over time. As items from the original action plan are completed, other, perhaps unanticipated, tasks will likely surface. These new tasks may require additional or different knowledge and skills. Collaboration partners should continually reflect on what needs to be accomplished and what expertise is needed to accomplish these outcomes. Remember, collaborative efforts are like learning organizations—they evolve over time and often demand that knowledge and skills be continually developed and fostered.

[5] KU Work Group on Health Promotion and Community Development. "Conducting Effective Meetings." In: *Community Tool Box*. Chapter 16, Section 2. Lawrence, KS: University of Kansas, 2000. Available at: http://ctb.lsi.ukans.edu.

Avoiding the Pitfalls

When identifying and building the expertise for a community policing collaboration, beware of the following pitfalls and consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration, in particular, items 13–16 to assess expertise.

Pitfall:

Partners feel overwhelmed and the project is "stuck." When partners do not identify all of the knowledge or skills that may be necessary to conduct the tasks that support the collaboration's goals, partners may feel overwhelmed by tasks that they are not equipped to plan or carry out. As such, partners may put off or avoid these tasks and the collaboration gets "stuck."

Solutions:

Partners can avoid feeling overwhelmed by developing an action plan during the early stages of the project and by revisiting the action plan as the collaboration progresses (see Section 10). Don't merely identify broad categories of skills or knowledge required for tasks—be specific.

Feeling overwhelmed can be a temporary feeling if partners can obtain the missing skills and knowledge that are needed to perform the tasks. Brainstorm together to identify knowledge gaps or specific skills that are lacking. Refer to Tool 8: Expertise and Resource Inventory to determine if a partner already has the needed expertise. If not, seek training or information to build or acquire those skills. Another option is to identify and recruit additional stakeholders who have those skills/knowledge, or hire someone to perform the task. Approaching nontraditional partners or stakeholders may yield essential expertise—do not overlook local schools, colleges, and universities; businesses; advocacy groups; or community service agencies.

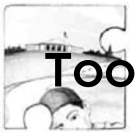
Pitfall:

Partners do not want to attend collaboration meetings. If meetings do not result in decisions or are long or chaotic, partners likely will feel frustrated and that their time has been wasted. They will not be anxious to attend future meetings. The ability to organize and subsequently facilitate meetings is a skill that can be learned. However, when partners attempt to organize and conduct meetings without at least some basic knowledge about developing agendas that are appropriate to the time allocated, setting ground rules, or involving all meeting participants in discussions, the result can be lengthy, unproductive, and chaotic gatherings.

Solutions:

Review discussions in this section, in particular, Conducting Effective Meetings, Do's and Don't Tips for Facilitators, and Tips on How to Save a Meeting. Additional resources can be found in Learn More About It at the conclusion of this section.

If the collaboration is addressing a very controversial issue about which participants must make a decision, consider hiring a neutral facilitator, who can ensure that the meeting is one where everyone is heard, and that discussion flows and stays on topic. A facilitator can help collaboration partners establish a consensus by guiding the processing of participant viewpoints.



Tool 7

Tools to Plan and Chart Your Progress

These worksheets will help to identify existing expertise among the partners in the collaboration as well as help fill gaps in the knowledge and skills necessary for successful implementation of the community policing project.

Tool 7

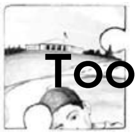
Expertise and Resources—What Does the Collaborative Effort Need?

The following questions are designed to guide you in identifying the expertise and means you need to accomplish your collaborative initiative. Answers to the questions will also point to areas that will require assistance from outside the current collaboration. Taking the time to complete this process on a regular basis will help you identify potential obstacles to success and direct your thinking to overcoming these obstacles.

1. On the following chart, list the tasks that need to be completed and the timeframe for completion.
2. For each task, answer the following questions:
   - What expertise will it take to get this task done?
   - Do we have this expertise within our collaboration?
   - If "YES," name the person (or persons) who can successfully take on this task.
   - If "NO," do we know someone outside the team who might help us? Who is the best person within the team to request the outside assistance?
   - In addition to personal expertise, what else do we need to complete the task (e.g., time, money, people)?
   - Are these resources available within the collaboration? If not, are there other ways to access what is needed? If not, do we need to modify our plan?
   - What is our next step?

Expertise and Resources—What does the Collaborative Effort need?

Task	Completion Timeframe	Expertise Required	Source of Expertise	Other Resource Needs	Source of Resources	Next Steps



Tool 8

Tool 8

Expertise and Resource Inventory

Each member of the collaboration has experiences, contacts, resources, and skills that will support the collaboration. Take the time to have each member of the group complete this expertise and resource inventory. Modify this form to fit your project.

Expertise and Resource Inventory

Name: ____

Affiliation (if appropriate): ______________________________________

Phone: ______________ Fax: ______________ E-mail: ______________

Address: ____
(street) (city) (state) (zip)

1. Areas of Expertise. Please identify areas where you can help support the collaboration.

- ❑ Administration/Computer
- ❑ Artistic/Creative Projects
- ❑ Data Analysis
- ❑ Fundraising
- ❑ Facilitation
- ❑ Public Relations/Publicity
- ❑ Speaking
- ❑ Writing
- ❑ Evaluation
- ❑ Member Recruitment
- ❑ Planning Celebrations
- ❑ Other (Please be specific) ____________

____

2. Who is Missing? Please list any government officials, media personalities, business owners, school board members, or others that you know and believe might support this project. (Please include contact information.) Also consider individuals who might not have the time to commit to ongoing work, but who would lend their support and influence for special circumstances.

Name	Organization	Address	Phone/Fax	E-mail

3. Time. Approximately how much time can you devote to this project over the next (6 months/year/school year)?

____

What is the best day for you to attend meetings? ______________________________

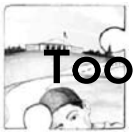
What is the best time of day for you to meet? ______________________________

4. Special Considerations. Do you have any special considerations that we should be aware of as we schedule meetings (e.g., preferred locations, childcare needs, access for persons with disabilities, other)?

____

____

Thanks for being a part of this collaborative community policing effort.



Tools 9 & 10

Tool 9

Guidelines for Brainstorming

Brainstorming is based on the premise that two heads are better than one, and that three heads are better than two, and so forth. One of the primary benefits of brainstorming with a team is that each person will draw upon a different knowledge and experience base and therefore will be able to offer various options and solutions.

- Welcome all ideas. It is easier to tame an extremely innovative idea than to put life into an ordinary one.
- Encourage the team to strive for a large number of ideas and not worry about the quality of those ideas. Quantity leads to quality.
- Do not discuss or judge ideas. After the initial brainstorming, allow time for questions, clarification, and comment. If criticism occurs while ideas are being generated, the whole purpose of brainstorming is lost.
- Record all ideas on a flipchart. It may be helpful to have two notetakers to make sure that all ideas are captured quickly and accurately.
- Encourage the team to "piggy-back" on each other's ideas.

Tool 10

Brainstorming Activities

Sample Activity 1:
Unstructured Brainstorming

The time allocated for this activity can vary from 5 to 30 minutes, based on partners' preferences and the complexity of the topic or question to be brainstormed.

1. Select a facilitator. A facilitator should review the guidelines for brainstorming with the team.
2. The facilitator, with the partners' help, should set a specific time limit to brainstorm. (Most original and useful ideas tend to surface within 5 minutes.) Select a timekeeper.
3. Open the floor for partners to offer ideas as they arise.
4. When time is up, stop the process. The facilitator should give a 30 second warning so that team members have time to offer their last ideas.
5. Review each idea separately and provide time for questions, clarification, and comment.
6. The facilitator should help partners review the list, delete duplicates, and organize similar ideas into groups or themes.
7. Use these ideas to make decisions about the topic or question that was brainstormed.

Sample Activity 2: Round Robin

This activity can take from 10 to 20 minutes, depending on how many ideas are offered.

1. Select a facilitator.
2. Arrange the seating so that everyone can see one another—either around a table or in a circle.
3. Review the guidelines for brainstorming with the team.
4. The meeting facilitator states the topic or question for discussion. Ask another partner to restate the brainstorming topic or question. Make certain that the team agrees on the nuances of the topic or question.
5. Record the agreed-upon topic or question on a chalkboard or flipchart—make sure that all participants can see it.
6. Now begin with a partner and ask that person to state his/her idea. The facilitator or notetaker should record that idea on the chalkboard or flipchart.
7. Go around the circle, with each person offering an idea and the notetaker recording each idea (using the participant's words, rather than trying to interpret or interrupt the process to gain clarification).
8. When everyone has offered one idea, go around the circle again. Partners can "pass" if they have no new ideas to offer.
9. End the process when everyone "passes."
10. The facilitator should help the partners review the list, delete duplicates, and organize similar ideas into groups.
11. Use these ideas to make decisions about the topic or question that was brainstormed.

Sample Activity 3: 4 people-3 ideas-5 minutes[6]

This activity can take approximately 20 to 25 minutes, depending on how many partners are involved.

1. Select a facilitator, who will review the guidelines for brainstorming with the team.
2. Arrange the seating so that four partners are at one table.
3. The meeting facilitator states the topic or question for discussion. Ask another partner to restate the topic or question to be brainstormed. Make certain that the team agrees on the nuances of the topic or question.
4. Each person should write the topic or question on a piece of paper. (If multiple topics need to be brainstormed, different tables can brainstorm on different topics.)

[6] Adapted from: Schlicksupp. H. "The 6-3-5 Method." In: Brasser, M. and Ritter, D. *The Memory Jogger II: A Pocket Guide of Tools for Continuous Improvement and Effective Planning.* Methuen, MA: Goal/QPC, 1994.

5. The facilitator should inform participants that they have 5 minutes to list three ideas on their sheet of paper.
6. After 5 minutes, the partners at a table give their paper to the person on their right.
7. The facilitator tells participants that they have 5 minutes to read the ideas on the paper and list three more of their own ideas. This rotation process continues until all participants have recorded ideas on each paper at the table.
8. The facilitator collects the papers and consolidates the ideas into one list that everyone can see (e.g., on a flipchart or blackboard).
9. The facilitator should help participants review the list, delete duplicates, and group similar ideas.
10. Use the ideas to make decisions about the topic or question that was brainstormed.

Learn More About It

Facilitation

Quinlivan-Hall, D., and Renner, P. *In Search of Solutions: 60 Ways to Guide Your Problem-Solving Group.* San Diego, CA: Pfieffer and Company, 1994.

This useful and comprehensive guide can help anyone who oversees meetings. Sixty different facilitation strategies are provided that focus on creating the right meeting atmosphere, agenda planning, time management, and action planning. Available for purchase at: www.amazon.com.

Rees, F. *Facilitator Excellence: Helping People Work Creatively and Productively Together. Instructor's Guide, Handbook, and Skills Profile.* San Francisco, CA: Jossey-Bass, 1998.

This is a complete workshop guide for managers and employees on effective facilitation skills. It includes an instructor's guide, handbook, and profile. Available for purchase at: www.josseybass.com.

Schwarz, R. M. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups.* San Francisco, CA: Jossey-Bass, 1994.

This practical guide is for those charged with the task of maximizing group performance through facilitation. It discusses the skills needed to help groups reach their full potential. Topics include increasing employee commitment, company flexibility, improving overall effectiveness of an organization, and facilitative leadership. Available for purchase at: www.josseybass.com.

Conducting Effective Meetings

Daniels, W. *Orchestrating Powerful Regular Meetings: A Manager's Complete Guide*. San Diego, CA: Pfeiffer & Co, 1993.

This resource gives the manager or committee chair insight into conducting effective meetings. It describes the basics of meeting planning, provides step-by-step guidelines to guide groups in their work, and includes exercises useful in training group members for effective participation in meetings. Available for purchase at: www.amazon.com.

Katz, S. N. "Power Skills for Effective Meetings." *Training & Development.* 45:7 (July 1991).

This article discusses strategies for conducting productive and worthwhile meetings. It identifies problems and solutions for holding successful meetings and also includes a discussion on facilitation. This journal article is available at university or regional libraries.

Tropman, J. E. and Mills, B. *Effective Meetings: Improving Group Decision Making*. 2nd edition, Newbury Park, CA: Sage Publications, 1996.

Targeting those in human services, this is an excellent resource for those who have ineffective and unproductive group meetings. It provides a comprehensive outline on how to conduct an effective meeting by focusing on key areas: rules for effective group decision making, positions and roles for effective group decision making, different kinds of decision groups, and special topics. Available for purchase at: www.amazon.com.

Teamwork Strategies

The Vision

Collaboration partners have clearly defined their roles and responsibilities and have implemented specific strategies that encourage joint decision making, involve all partners in project activities, and reward partners for their work.

Teamwork Strategies

The best method of overcoming obstacles is the team method.
—Colin Powell

Action Steps to Success

One of the most important aspects of partnerships is that individual members bring different skills, interests, and perspectives to the shared vision. While not every member of the collaboration must work on every aspect of the community policing initiative, it is critical that all partners are informed, feel included, and have a sense of ownership of the entire effort. Power, responsibility, decision making, and credit are shared in a team effort. Responsibilities must be shared among the partners to build commitment and a sense of accomplishment. Based on the expertise inventory of the partners, regular, specific, and valued responsibilities and roles should be designated equitably.

It is important to recognize that merely involving a group of individuals in an effort does not make that group a team. Equally important is an understanding that teamwork may not always seem like the most efficient means of achieving the goal, but it is likely to be the most effective.

Consider "Team" as an acronym—Together Everyone Achieves More.

Step 1

Ensure That All Partners Have a Part in Developing the Shared Vision and Common Goals.

A jointly developed shared vision that incorporates all partners' expectations for the project and that accommodates individual and organizational agendas is a good foundation for building a functional team that will collaborate to reach a common goal.

Step 2

Define Member Roles and Responsibilities.

Defining and articulating roles and responsibilities demonstrates that the collaboration has carefully planned how partners can contribute to the success of the problem-solving initiative or other community policing project. Collaborations should define the roles and responsibilities of the lead agency, partners, committee chair, meeting facilitator, and members. For each of these roles, the collaboration should define:

- What does it mean to assume one of these roles?
- What am I responsible for if I take on this role?
- How long will I have to serve in that role?

Developing a glossary of collaboration roles and responsibilities answers questions, defines relationships, and promotes individual and group accountability. Clear expectations allow members of the partnership to have the information they need to make informed decisions regarding participation. Moreover, clearly defined roles and responsibilities increase the likelihood that members will accept tasks that are reasonable and ensure that the action plan will be successfully implemented.

Step 3

Involve All Partners in Project Activities, Meetings, and Discussions.

Whenever possible, try to schedule meetings so that all partners can attend. Develop mechanisms to inform partners of meeting minutes and decisions, especially those partners who were absent from a particular meeting. Maintain open communication and share decision making through consensus. At times, core partners may be tempted to make unilateral decisions or undertake tasks without team input or assistance, especially if these partners feel that not enough progress has been made. Developing a pattern of operating single-handedly, however, is a sure way of alienating partners and losing resources.

Step 4

Seek Commitment from Partners.

Team leaders should seek commitment from partners to participate actively as a team in the collaboration. This commitment can be gained and sustained if core partners lead the team with consistency and integrity, respect the membership's diversity without attempting to change individuals, and if core partners strive to generate equal participation and meaningful contribution by all collaboration members. Core partners who use their influence to compel other partners to participate or concede to "team" decisions may achieve compliance, but they will not generate teamwork.

Step 5

Acknowledge and Reward Team Members.

Ensure that all team members know how their individual efforts contribute to the team's effort and to the common goal. Acknowledge, credit, and support individual efforts as vital to the success of the collaborative initiative. Encourage all partners to continually share their individual contributions with the entire team.

Avoiding the Pitfalls

When developing and strengthening teamwork in a community policing collaboration, beware of the following pitfalls and consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration, in particular items 17–20, to assess teamwork.

Pitfall:

Partners work independently or sometimes at cross-purposes. This lack of cohesiveness may occur when "partnerships" are formed for administrative purposes, to comply with grant requirements, or as directed by upper-level management or a political figure. Forced partnerships can produce animosity, a lack of ownership of the effort, or dysfunction.

Solutions:

The vision statement should be developed or redeveloped to allow partners to accomplish personal or organizational goals, as well as the "team" goal. To support the vision, however, partners must acknowledge interdependence and develop an action plan for achieving the vision through mutual support.

In addition to a lack of commitment to a vision, another source of teamwork breakdown may be lack of trust. Implementing some of the suggestions found in Section 3, Trust (e.g., actively listening to all partners, communicating personally rather than by mass communication, developing ground rules that support respect for and involvement of all partners, and addressing conflicts prior to their breaking point), may help rebuild the team.

Pitfall:

Turf battles slow or stop project progress. When not operating as a cohesive unit working toward a common goal, partners can be distracted by individual or organizational priorities and roles. This happens when a partner feels that his/her organization should be responsible for a certain task or activity, and may result in a refusal to share information or resources, or even in conducting activities counterproductive to the project.

Solutions:

Clearly, jointly, and equitably designate roles and responsibilities while remaining open to redistributing these roles, if that benefits the vision.

Rather than ignore conflict, address it. Refer to Tool 12: Tips on Conflict Resolution found in Section 7, Open Communication.

Pitfall:

The tone of meetings and interactions is negative, manipulative, directive, and/or secretive.

Solutions:

Use a trust-building/team-building activity such as a ropes course or facilitated exercise (see Tool 11: Let's String Along) as a springboard, moving a negative or disjointed group towards functioning as a productive team. Core partners should then review the principles of team leadership and avoid trying to control the team.

Address conflict immediately and with an open mind, viewing the conflict as an opportunity for new ideas and creativity. Refer to Tips for Conflict Management in Section 7, Open Communication.

Renew focus on team norms and ground rules. Emphasize and ensure joint decision-making processes. Open brainstorming and joint decision making are essential components to teamwork and collaborative progress.

Tools to Plan and Chart Your Progress

Tool 11

Let's String Along[7]

This is a team-building exercise that demonstrates the interdependency of the partnership.

Directions:
This exercise takes from 15 to 20 minutes and utilizes a facilitator or leader. The leader or facilitator starts by stressing that everyone depends on others. To illustrate this point, ask partners to indicate which members of the team they depend on.

The first person (the leader can start, if a facilitator is not used) is given a ball of string. S/he picks out someone whom s/he relies on, and while holding onto the end of the string, throws the ball to that person and states the nature of the dependency. The person who just received the ball holds onto the strand of string and tosses the ball to another person upon whom the second person relies. Continue this process for as long as time permits or until all partners have been involved in the "web." At the conclusion, repeat the initial point—all partners depend on or are "tied to" one another for this project to succeed.

Discussion:
Untie the group and discuss the following questions:

- Even with the independent nature of some of the project's tasks, most of us still need others. Why?
- How did you choose the person to whom you tossed the ball of string? Could there have been others?
- Can you think of any situations in which we operate totally without support?

[7]Scannell, E.E. and Newstrom, J.W. *Still More Games Trainers Play: Experiential Learning Exercises.* New York, NY: Mc-Graw Hill, Inc., 1991.

Learn More About It

Leadership Skills

Covey, S. *Principle-Centered Leadership*. New York, NY: Simon and Schuster, 1992.

This resource provides insight into facing daily challenges by employing the concept of principle-centered leadership. It includes information on the skill of developing people and organizations. This is a tool that shows the reader how to develop personal and professional relationships. Available for purchase at: www.amazon.com.

Gardner, J.W. *On Leadership*. New York, NY: Free Press, 1993.

Based on empirical research, this expert examines how leadership is practiced in the United States. It emphasizes creating a vision that builds on history as we look to the future. Available for purchase at: www.amazon.com.

Moore, C. M. *Group Techniques for Idea Building*. 2nd ed. Newbury Park, CA: Sage Publications, 1987.

Using a task-oriented approach, this guide helps small groups engage in idea development and explores how groups make choices. It provides comprehensive coverage of Interpretive Structural Modeling (ISM), a technique designed to help groups in the choice-making process. This is a resource for professionals in organizational behavior, management, and public administration. Available for purchase at: www.amazon.com.

Open Communication

In Section 7

Tool 12: Tips for Conflict Management

The Vision

Partners hold regularly scheduled meetings, in addition to day-to-day communication. Partners share all information relevant to the collaboration without hesitation and are candid and honest in their communication with each other. Partners have defined topics they consider confidential and have developed a strategy to share appropriate confidential information.

Open Communication

The greatest problem of communication is the illusion that it has been accomplished.
—George Bernard Shaw

Action Steps to Success

Successful partnerships cannot function without open communication. Ongoing communication among partners enhances teamwork. Open communication that addresses problems and conflicts also builds (or helps reestablish) trust. Strategies to establish and maintain open communication include:

Step 1

Define Basic Terms, Acronyms, and Jargon.

Using jargon, technical terms, or acronyms and assuming that all team members understand these terms can alienate important partners. Be certain to outline special terms or language in a non-condescending way for the whole group.

Step 2

Create a Norm That Encourages Ongoing Communication.

An environment in which partners are encouraged to continually communicate with each other and where conflict resolution mechanisms are in place fosters information sharing and teamwork. Make certain to establish and adhere to regularly scheduled meetings among partners, but also implement ongoing informal communication. Let partners know that their opinions are valued and that they can articulate opinions, both positive and negative, without repercussion. Make use of technology to share information (e.g., fax, electronic bulletin boards, e-mail, networked data, and online discussion groups). Solicit feedback on collaboration work products.

Step 3

Practice Sound Communication Skills.

Make certain that communication among partners involves listening, as well as speaking. Some effective listening strategies include:

- Try first to understand and second to be understood.
- Avoid prejudging—keep an open mind.
- Maintain eye contact.

- Be aware of the messages you are sending and those being sent with body language, as nonverbal communication can be even more powerful than the spoken word.
- Respond with brief encouraging remarks ("I see what you mean," "Tell me more," "That's interesting," "Oh really," etc.).
- Ask clarifying questions.
- Don't interrupt.
- Confirm your understanding by paraphrasing what you have heard.

Step 4

Create and Adhere to Guidelines on How to Address Conflicts.

Conflict is a natural outcome of change that will invariably arise throughout the project, conflict can be channeled to improve project processes or outcomes. When conflict does arise, it may help if partners understand the various ways of addressing conflict, in order to assess their own behavior and make decisions to support the work of the team.

Competition is a power-oriented mode in which one uses whatever seems appropriate to win one's own position. Power may be expressed through rank, argumentative expertise, or money. Competing may be used to defend a position that one believes is correct or simply to try to win. In this mode, one plays to win.

Accommodation is the opposite of competition and means yielding to another's point of view. In a group, accommodating individuals may succumb to pressure to make a decision by choosing not to insist on their point of view, and then disavow the group decision.

Avoidance is when a person refuses to engage in conflict. Avoiding may take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Compromise entails working to find some expedient, mutually acceptable solution that fully, or at least partially, satisfies both parties. Compromise may mean splitting the difference; exchanging concessions; or seeking a quick, middle ground position. A problem with the compromise style is that some individuals may give in too easily and fail to seek a solution with significant gains to either party.

Collaboration means that a person asserts individual goals while also being concerned with the goals of others. Collaborating involves an attempt to work with others to find a solution that satisfies the concerns of all parties. Collaborating between two persons might take the form of:

- Exploring a disagreement to learn from each other's insights.
- Working together to resolve some condition that might have the two parties competing for power.
- Confronting and trying to find a creative solution to an interpersonal problem.[8]

When the team finds itself in conflict, try implementing Tool 12: Tips for Conflict Management.

[8] Thomas, K.W., and Kilman, R.H. *Thomas-Kilman Conflict Mode Instrument*. Tuxedo Park, NY: XICOM, 1974.

Avoiding the Pitfalls

When establishing open and ongoing communication in a community policing collaboration, try to avoid the following pitfalls and consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/ Reassessing the Collaboration, in particular items 21–24, to assess communication.

Pitfall:

A small subset of partners is vocal during planning meetings, while others are quiet, reserved, or aloof. Meeting and brainstorming norms require that all partners have equal opportunity to participate. However, if some members do not utilize effective communication and listening strategies, other members may feel belittled or unimportant, or simply may not be able to "get a word in."

Solutions:

Meeting ground rules must prohibit interruptions and criticism during brainstorming. The facilitator is responsible for enforcing these rules and redirecting unproductive conversations (see Section 3, Trust).

Various brainstorming techniques can be utilized to solicit feedback from participants (see Section 5, Tool 10: Brainstorming Activities, for a description of unstructured brainstorming, round robin, and the 4 people-3 ideas-5 minutes method).

At the beginning of the partnership, define acronyms or technical terms. As new members join the team, review these acronyms and terms so that everyone is speaking the same language.

Pitfall:

A partner complains that some partners seem to be "in the know" while s/he is "in the dark." While informal communication networks can be cost-effective and appropriate, informal communication alone cannot sustain the partnership. Some partners naturally will gravitate to one another on a personal level and may therefore inadvertently exclude other partners with less of a personal connection.

Solutions:

At the conclusion of each planning or brainstorming meeting, the recorder should summarize decisions and next steps and forward that information to all partners, whether or not they participated in the meeting.

Partner meetings should be scheduled in advance. As a follow-up, written or e-mail notices should be sent to all partners.

Create a Web site or electronic bulletin board and post pertinent information so that all partners may access it.

Pitfall:

Meetings often involve heated debates with little actual progress. Conflict that is not addressed directly may manifest itself during partner meetings. A partner may be so focused on getting his/her way, making his/her point, or even embarrassing another partner, that all partners are distracted. Conversely, conflict or miscommunication may stem from a lack of understanding of cultural issues among partners.

Solutions:

During the visioning meeting, the facilitator must help the team establish ground rules (see Section 3, Tool 3: Developing Team Norms). At each subsequent meeting, these rules should be visibly posted. The facilitator should refer to these rules at the beginning of the meeting and at points during the discussion to help ensure that they are observed. If an individual member repeatedly violates these rules, it is appropriate for the team leader to speak with him/her privately.

At the visioning meeting, it is important for core partners to acknowledge that change often is difficult to accept and may produce conflict. The team should be provided with basic communication tips, as well as tips for conflict management (see Section 7, Tool 12).

Issues of culture and diversity can begin to be addressed by discussing cross-cultural similarities and differences and by focusing on the group's common vision. Partners must be sensitive to and respect each other as they work together to achieve the common vision. Over time, mutually respectful behavior may grow into a better understanding and valuing of cultural differences.

The team leader should review Tips for Conducting Effective Meetings and Tips on How to Save a Meeting in Section 5, Expertise. The team leader must communicate clear goals for the meeting and distribute an agenda that reflects these goals. If the team has a clear agenda, the facilitator has a tool to help keep the meeting on track.

Pitfall:

The general public or those outside the partnership are skeptical of the collaboration and what it is trying to accomplish. It is not unusual that when people do not have complete information, they will try to fill knowledge gaps with their own presumptions or creative reasoning.

Solutions:

When the partnership is forming and invitations to members are being developed, emphasize that invitees are welcome to include others. Clearly state the purpose of the collaboration in the initial invitation and in all other subsequent correspondence (see Section 4, Tool 5: Sample Invitation to a Meeting to Develop a Shared Vision).

When the collaboration reaches a milestone, celebrate this achievement by letting others know about it (e.g., announce the event on the school loudspeakers, in the community newspaper, or at community meetings).

Address skepticism with an information campaign. Do not avoid questions or criticism. Instead, use informational materials or presentations or even informal conversations to tactfully correct misunderstandings with facts.

Tools to Plan and Chart Your Progress

Tool 12

Tips for Conflict Management[9]

- Begin negotiating with the points of agreement instead of the points of disagreement.
- Try to make choices available to the parties involved.
- Be respectful and distinguish between guessing what a particular behavior means and the behavior itself.
- Discriminate about when and how control is to be exercised. A low level of trust is usually generated when people always try to exercise power. Conflicts will likely emerge when trust is low.
- Take responsibility for seeing each viewpoint and role in a conflict. If there is conflict, more than one person has a role in creating and supporting that conflict, even if that role is withdrawal.
- State the goals of the conflict resolution in terms that are clear, specific, and achievable.
- Deal with both the content of the conflict and the relationship goals. Remember that the goal in most conflict resolution is twofold—to reach agreement and to enhance the relationship for future communication. Both are equally important.
- Try to avoid polarizing into separate groups or positions too early in the negotiations.
- Avoid reaching easy agreement of goals by premature voting, giving in too easily, or using chance measure (e.g., flipping a coin) when the issue demands more serious negotiation.
- Avoid speaking in terms of winning and losing. Talk in terms of what is best for the common good (or common vision).
- Sometimes participants in a conflict are too close to the situation to suggest more productive approaches. Know when to suggest or accept outside assistance.

[9] Adapted from: Wilmot, W.W., and Hacker J.L., *Interpersonal Conflict*, 6th ed. New York, NY:McGraw-Hill, 2000.

Learn More About It

Negotiating Strategies

Fisher, R., Patton, B., and Ury, W. *Getting to Yes: Negotiating Agreement Without Giving In.* New York, NY: Houghton Mifflin, 1992.

This resource focuses on creating a "win-win" situation in the negotiation process. Written by two experts in negotiation strategies from Harvard University, this publication is relevant at the personal as well as professional levels. Available for purchase at: www.amazon.com.

Ury, W. *Getting Past No: Negotiating Your Way from Confrontation to Cooperation*. New York, NY: Bantam, 1993.

This resource discusses a five-step strategy for dealing with difficult people. It provides readers with useful information and advice on issues such as keeping calm under pressure, dealing with underhanded tactics, finding mutually agreeable options, and standing up for oneself without provoking opposition. Available for purchase at: www.amazon.com.

Volkema, R. *The Negotiation Toolkit: How to Get Exactly What You Want in Any Business or Personal Situation*. New York, NY: AMACOM Books, American Management Association, 1999.

This is a comprehensive and practical guide to negotiating in personal and professional situations. It discusses the "golden rule" of negotiation, the three fundamental questions of negotiation, when not to negotiate, and the eight behaviors of star negotiators. Available for purchase at: www.amazon.com.

Motivated Partners

The Vision

Partners can articulate why they are committed to the collaboration and how their contributions foster the success of the collaborative effort. Partners indicate that their contributions are valued and are recognized by all stakeholders and the community at large.

Motivated Partners

I can live for two months on a good compliment.
—Mark Twain

Action Steps to Success

Along with a shared vision, expertise, open communication, teamwork, sufficient means, and an action plan, a successful collaboration will keep partners engaged and energized. Without motivators, partners will lose interest and the collaborative initiative will lose momentum. Motivators prevent apathy, keep the partners engaged, and sustain involvement.

Individuals and organizations become and stay involved with the collaboration because they envision a personal or organizational benefit from engaging in the effort. Furthermore, individuals and organizations bring their own agendas to the community policing collaboration. Successful collaborations motivate partners in a variety of ways, including:

- Supporting individual and organizational agendas.
- Fostering personal relationships between partners.
- Developing formal agreements about the partnership purpose and structure.
- Providing opportunities for meaningful involvement.
- Instituting creative and fun processes for achieving outcomes.
- Showing appreciation.
- Achieving success.

Step 1

Learn Why Partners Have Joined the Partnership and What Organizational or Individual Agendas They Bring with Them.

A successful collaboration will allow partners to verbalize their agendas during the visioning meeting and will develop ways for the various agendas to be met—if they do not interfere with the needs and purpose of the collaboration. Partners must regularly make their needs known to one another, particularly as the collaboration evolves. Information sharing is critical to the partnership.

Step 2

Develop Personal Relationships Among Partners.

Personal relationships among partners are an added incentive for sustaining the collaboration. Recognize that partners who have built meaningful relationships with one another will hold each other accountable.

Step 3

Formalize the Collaborative Relationship.

Consider formalizing the collaborative relationship through a memorandum of understanding among the collaboration's partners. This formal statement of purpose and roles will provide clarity to the partners and will demonstrate the importance of the continued participation of each organization and individual to achieve the collaborative goal (see Tool 13: Memorandum of Understanding Development Guidelines).

Step 4

Provide Opportunities for Meaningful Involvement.

Another motivator for staying involved is that the involvement is meaningful. Always remember that people would rather feel needed than wanted. For example, if students are recruited to join a problem-solving collaboration, it is vital that they are equal partners who contribute to the shared vision, have equal power and responsibility, and assume substantial responsibility for successful completion of one or several aspects of the collaboration. Token participation does not further the collaboration. Partners need an opportunity to make a difference.

Step 5

Infuse Creative and Fun Ways to Achieve Outcomes.

Think of ways to accomplish tasks while allowing team members to enjoy the process. Incorporate humor or team-building activities into otherwise uneventful meetings. Use the initiative as an opportunity to infuse creativity and "out-of-the-box" thinking among partners. During planning and work sessions, use processes (e.g., brainstorming) that allow participants to think freely and offer several different ideas in a short period of time (see Section 5, Tool 9: Guidelines for Brainstorming and Tool 10: Brainstorming Activities).

Step 6

Show Appreciation.

Showing appreciation is a motivator that encourages continued participation and involvement. Remember: Praise is like champagne—it is best served while still bubbly. In other words, do not delay rewarding good work. Some specific ways to show appreciation include:

- Incorporating appreciation as a regular part of each meeting agenda.
- Using the community or school newspaper to recognize jobs—"well done."

- Sending personal thank-you notes to acknowledge contributions.
- Always giving credit when credit is due.
- Acknowledging behavior that should be reinforced (e.g., youth recruitment, timely completion of tasks, etc.).

Step 7

Celebrate Success.

Too often, partners are so serious about the tasks at hand or so focused on the ultimate goal that they forget to have fun and celebrate success. Even the smallest success is important when launching a new initiative. Celebrating an early success in the collaboration may help motivate the team to action and commitment. Changing the status quo demands patience and recognition that each small success contributes to the overall success of the collaboration. Celebrations may take the form of a party, meal, or a press release or other announcement to the community; or the success can be documented in a videotape, scrapbook, or newsletter, or through an award ceremony.

Avoiding the Pitfalls

When motivating partners to focused action and sustaining the momentum in a community policing collaboration, be careful to avoid the following pitfalls. Consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration, in particular items 25–28, to assess partner motivators.

Pitfall:

Progress may seem slow, or the collaboration seems to falter. Without incentives to work toward the shared vision, partners may become discouraged or prioritize other activities and commitments. It may become increasingly difficult to pull all partners together for a planning meeting or to obtain needed skills or resources. If this happens, overall progress will slow or stop because the collaboration requires the expertise of all of its members.

Solutions:

Publicize accomplishments. Use newsletters, flyers, e-mails, letters, or newspaper articles, as well as announcements over school loudspeakers or at community meetings, to announce partnership successes. Make sure to name partners that made particular contributions. When appropriate, core partners may acknowledge an individual partner’s help by writing a letter of appreciation to his/her supervisor/parents/chairperson/ constituency. Describe future activities and mention members who will be integral to accomplishing those next steps.

Celebrate progress that has been made by organizing a group meal, organizing a social activity, or displaying graphical depictions of the progress.

Brainstorm with the team about how to make being a partner an enjoyable experience. For example, consider changing the meeting location from an office or classroom to the local pizza shop or start meetings (particularly those with extensive agendas) with an icebreaker or warm-up activities (see Tool 14: Sample Icebreaker/Team Building Activity: The Human Spider Web).

Pitfall:

Some partners may begin to feel overwhelmed or like they are "carrying the lion's share." If personal agendas are ignored or trivialized, some partners may become less motivated to exert the effort required to sustain the collaboration and progress toward the goal. Subsequently, those whose needs are being met may find themselves taking on additional responsibilities to compensate for those partners who are dropping back.

Solutions:

The collaboration's core partners or team leader should brainstorm with individual partners that seem to be withdrawing (or with the team as a whole) about the partnership vision, direction of the collaboration, roles of individual members, individual needs related to the project, who may be missing from the table, and training or resource needs. This discussion must be followed by action. For example, if the withdrawing individual is merely overcommitted, perhaps s/he can designate another organizational representative. If a subset of partners feels unprepared to perform some of the tasks, perhaps the team requires training. If a member does not feel that s/he is making a valuable contribution, assign an integral task to him/her. If the member does not understand how current collaboration activities will achieve the common vision, the team needs to make that link.

Partners who are feeling overwhelmed or overworked may consider approaching another partner and asking for their help. It may be appropriate to acknowledge another partner's specific expertise as being better suited for the task.

Tools to Plan and Chart Your Progress

Tool 13

Memorandum of Understanding Development Guidelines

A memorandum of understanding (MOU) is a formal agreement among two or more parties. Its purpose is to define the roles and responsibilities of the individuals and organizational partners involved.

At a minimum, the MOU must address:

1. Goals and objectives of the partnership
   - Vision statement.
   - Desired outcomes.
2. Organizational structure
   - Management plan and style.
   - Chain of decision-making authority/ responsibility.
   - Procedures for resolving conflict.
   - Confidentiality guidelines.
   - Procedures and guidelines for involving new partners.
3. Clear delineation of roles and responsibilities
   - Substantive areas of primary responsibility and contribution.
   - Management of financial resources.
   - Information sharing.
   - Supervisory responsibilities, as appropriate.
   - Grant management, as appropriate.
   - Evaluation.

The MOU must be signed by all partners.

Tool 14

Sample Icebreaker/Team-Building Activity: The Human Spider Web[10]

This warm-up activity can be used to build and demonstrate teamwork. It takes approximately 15 minutes.

Directions:
Select from six to eight individuals (or divide participants into groups of six to eight per group).

1. Ask each group to stand in a circle.
2. Each participant should extend his/her left hand to the person opposite him/her.
3. Then, each participant should extend his/her right hand across the circle to a different individual.
4. Now, each group races against the clock or another group to untangle the spider web without letting go of anyone's hands.
5. After concluding the exercise, discuss:
   - What were participants feeling at the start of the exercise?
   - What behaviors added or detracted from achieving the group goals?
   - What lessons can be learned for team building?

[10] Adapted from: Scannell, E.E. and Newstrom, J.W. *Still More Games Trainers Play: Experiential Learning Exercises.* New York, NY: Mc-Graw Hill, Inc., 1991.

Tool 15

Sample Icebreaker/Inspiring Creativity and Problem-Solving

This warm-up exercise works well in a brainstorming session. It takes approximately 5 to 10 minutes.

Directions:
Distribute copies of the Brainteaser Exercise: Word Puzzle handout to all team members.

1. Instruct team members to decipher the puzzle. Allow 5 minutes.
2. Walk through the puzzle, allowing participants to offer their answers.
3. List the correct answers on an overhead projector, chalkboard, or flipchart.

Brainteaser Exercise: Word Puzzle[11]			
1 I Q FGH JKLMNOP RST	**2** EILNPU	**3** NOXQQIVIT	**4** arrest you're
5 W A G L N I K	**6** GET IT GET IT GET IT GET IT	**7** i.e. ●	**8** Golden Gate H_2O
9 END N D	**10** 1. Glance 2. 3. Glance	**11** G R N E I A N O S	**12** budget
13 gettingitall	**14** FAIRY WOLF DUCKLING	**15** L~~E~~AST	**16** WAY PASS

[11] Adapted from: Scanrell, E.E. and Newstrom, J.W. *Still More Games Trainers Play: Experiential Learning Exercises*. New York, NY: Mc Graw Hill, Inc., 1991.

Answers:

1. High IQ
2. Lineup
3. No excuse for it
4. You’re under arrest
5. “J” walking
6. Forget it
7. That is beside the point
8. Water under the bridge
9. Making ends meet
10. Without a second glance
11. Circular reasoning
12. Balanced budget
13. Getting it all together
14. The good, the bad, the ugly
15. Last, but not least
16. Highway overpass

Sufficient Means

In Section 9

Tool 16: Identifying Funding Resources and Options

The Vision

The collaborative effort is adequately staffed and has the financial or in-kind resources necessary to complete all the tasks essential for the collaboration to achieve its vision. Partners know how to access human, financial, and in-kind resources if there is a need for additional resources.

Sufficient Means

Just because something doesn't do what you planned it to do doesn't mean it is useless.
—Thomas Edison

Action Steps to Success

A successful collaboration must have sufficient means to conduct required tasks. Often, sufficient means are defined as financial resources. However, this toolkit also addresses human resources, time, in-kind contributions, and financial resources—all of which are necessary for a successful collaborative initiative. Every partner should contribute resources to the collaboration. Ideally, the contributions of one partner will not be vastly disproportionate to other partners, so as to avoid a sense of unequal ownership of the collaborative initiative.

Step 1

Build and Strengthen the Collaboration's Human Resources.

If trust is the heart of a collaboration, then the persons involved are both its spirit and its hands. Strategies for building and strengthening human resources include:

- Sharing leadership.
- Encouraging diversity.
- Leveraging power and influence.
- Engaging youth.
- Organizing the team.

Sharing Leadership. Successful collaborations most often operate by sharing leadership. One of the many benefits of working collaboratively is that sharing the responsibility of leadership utilizes the diverse leadership skills of partners and vests the success of the collaborative initiative in more than a single individual. Leadership requirements will vary as the collaboration progresses. Leaders know when they are not the best choice for a particular role or task. Leaders recognize their personal strengths as well as weaknesses and can gracefully decline opportunities (e.g., conducting meetings, public speaking, contact with media, or recruiting youth) that may be better suited to other partners.

Shared leadership also helps the partnership avoid the pitfall of an initiative that is controlled or monopolized by one person. Collaborative leaders have:

- The ability to be a team builder.
- Time to devote to the task.
- Skill in the art of compromise.
- Commitment to the effort.

- Ability to assemble a team that can gather, analyze, and use data to address a community problem.
- Capacity to recruit and energize others for the collaborative effort.
- Understanding of the organizations involved and their roles in the community.
- Capacity to recognize a leadership position as a responsibility, not power.

Encouraging Diversity. Intentionally addressing issues of diversity will increase the richness of the community policing effort. For purposes of this discussion, diversity includes age, basis of involvement/interest in the problem, occupation, role in the community, gender, race, culture, and ethnicity.

While engaging a diverse group of partners may lead to heated discussions, different agendas, and moments of conflict, diversity also brings new perspectives, increased energy, creative possibilities, and enriched experiences for the collaboration. Differences of opinion can be a source of creativity, and the outcomes of the collaboration can be more powerful and longer lasting when the team involves individuals representing different professions, interests, ethnic groups, and ages. Thus, it is important to cast a wide net when attracting stakeholders to the collaboration (see Section 2, Tool 2: Identifying Stakeholders).

When recruiting traditionally "hard-to-reach" individuals or organizations, take the time to assess the following:

- What preconceptions exist among current partners about these individuals/organizations?
- Have collaboration leaders and current partners clearly communicated the various opportunities for involvement?
- Is involvement in the collaboration a new experience for the individual or organization?

Example 11 Leadership Roles

When a law enforcement agency receives a grant to partner with a school or a community-based organization, usually one officer is assigned to the project. Initially, this officer has a leadership role. How the officer shares this leadership often determines the fate of the project. The project's partner will also have an important leadership role. As the relationship between the primary partners is built, leadership responsibility should be negotiated. The original partners may work together as the project "shepherds"—they are knowledgeable about the overall vision and goals of the project; they actively participate; and they motivate others to take a meaningful part in the effort. In law enforcement, this person is generally a line-level officer, deputy, or detective. S/he may be the person organizing meetings or events, disseminating meeting minutes or task timelines, and drumming up support for the project.

Another important leadership role is that of "project champion." This individual holds a policymaking position and can garner support for the collaborative initiative from the community or at an organizational level. Project champions may be the school principal, chief of police, president of the chamber of commerce, members of the school board, city managers, mayors, and leaders within faith communities. While project champions may not always be available to attend project meetings, it is critical to keep these individuals informed about and engaged in collaboration decisions and activities. Project champions can be valuable resources for developing and conducting information campaigns, gaining human and financial resources, providing public recognition or serving as a public liaison, and motivating participating partners.

- What have been the previous partnership experiences of the hard-to-reach individuals or organizations? For example, have previous community policing projects ignored or treated these individuals or organizations as token participants?

The benefits of diversity are worth the time spent in reaching out and engaging previously uninvolved stakeholders.

Engaging Youth. The art of involving youth in a partnership is primarily a matter of attitude. In 1989, William Lofquist challenged adults to move beyond seeing youth as “objects” or “recipients” of services and begin to work with them as “resources” available to contribute to planning and problem-solving efforts. More recently, the National 4-H Council has encouraged adults to work with youth as “partners.” Utilizing youth partners reflects the principle of mutuality in teaching and learning and acknowledges the power of youth in decision making.

While youth are often identified as partners in school-based partnerships, every community collaborative effort should consider the value of involving youth partners. Young individuals often bring enthusiasm and available time to a partnership. Additionally, when youth participate in developing solutions to youth issues or problems, the likelihood of success is increased. (The last document in this toolkit is a case study of a successful collaboration to address disorder involving youth in Danvers, MA).

Once the collaboration agrees that young people are an important resource and equal partners, the following tips can support youth involvement in the collaborative initiative:

- **Involve youth early.** When youth are involved in creating the vision, they are more likely to be involved in implementing the steps to reach the vision.
- **Share leadership with youth while also clarifying levels of authority.**
- **Provide meaningful roles for youth.** Identify many age-appropriate ways in which youth can be involved in the initiative. Hold focus groups to solicit ideas from youth about their potential levels of involvement.
- **Empower youth by providing information.** Also, thoroughly discuss with youth (and all partners) any confidentiality issues and consequences.
- **Build relationships with youth.** Personally speak with youth about the community policing effort and the purpose of the collaboration. Get to know youth as individuals. Encourage opportunities for young people to be personally satisfied through their participation in the collaboration.
- **Let youth partners know that their ideas and participation are needed for the project to be successful.** Outline why their help is so important.
- **Plan meetings at a time when youth participation is possible.** Consider rotating meeting times to accommodate different constituencies. Elicit the support of school officials. Ask youth for input in determining the best meeting times.

- **Avoid tokenism.** Having one young person participate in the collaboration is not meaningful youth involvement. Just as one adult community member is not representative of all adults in the community, neither is one young person representative of all youth. Young persons are quick to realize when they are being used to promote a message, but are not really valued as a partner in decision making. Broader youth representation and involvement in decision making, power, and responsibility emphasizes that the collaboration truly values youth partners—rather than just trying to appear inclusive.
- **Diversify youth involvement.** Solicit participation from a broad sector of young persons—honor roll students, those with disciplinary problems, students from minority organizations, and from faith-based organizations.
- **Solicit youth partners' opinions.** One of the best ways to demonstrate respect for youth is to ask for and listen to their concerns, suggested solutions, and ideas. If the collaboration is having difficulty recruiting and sustaining youth involvement, ask youth what the collaboration could do to more effectively recruit and keep them involved.
- **Maintain high expectations.** Adults with predetermined low expectations for youth involvement can create a self-fulfilling prophecy.
- **Be consistent and fair.** Adult partners should serve as role models by demonstrating consistent and fair behavior to all collaboration partners.
- **Develop a memorandum of understanding** (see Section 8, Tool 13: Memorandum of Understanding Development Guidelines) that includes youth involvement in the community policing initiative.
- **Provide ongoing incentives.** As with adult members of the collaboration, partners need to develop specific strategies to sustain youth involvement.

Many of these suggestions for involvement also can be applied to "hard-to-reach" constituencies other than youth. The ideas can be modified to address involving any group of people affected by the problem, namely the stakeholders.

Step 2

Leverage Power and Influence.

A collaborative initiative will often reach a point when additional financial resources, publicity, or support from a certain constituency would make a significant difference in the project's success. This is the time to canvas partners for assistance in identifying elected officials, media personalities, business executives, or respected community leaders who could leverage their resources and influence to assist the collaboration. Too often, collaborations hesitate to ask for assistance, perhaps assuming that powerful or influential community leaders may be overextended and will not commit to yet another effort. However, supporting a well-planned problem-solving project or other community policing partnership may be of great interest and benefit for these persons, resulting in a valuable win-win situation.

Step 3

Seek In-Kind Contributions.

Although not difficult for organizations or individuals to donate, in-kind contributions can be an invaluable resource for the collaboration. Utilizing in-kind contributions (e.g., meeting space, postage, supplies, copying, telephone, food, etc.) will help maximize the collaboration's financial resources.

Step 4

Identify the Collaboration's Financial Needs; Develop and Implement Strategies to Secure Those Resources.

The financial resources needed to implement collaborative projects will depend on the size and scope of the initiative. However, collaborations should identify sources of funding, both short- and long-term. Developing a shared vision and collaborating with a diverse group of partners can open a substantial network of potential financial support. While each community is unique, there tends to be several options that are most likely to help finance problem-solving and other community policing initiatives. These options include private foundations, local and regional corporate support, small business sponsorship, city and county budget allocations for law enforcement and school programs, fundraisers, and local and regional service organizations (e.g., Junior League, Lions Clubs, Rotary, Kiwanis). Use Tool 16: Identifying Funding Resources and Options to help structure your review of the collaboration's current financial resources as well as future funding possibilities.

Step 5

Develop Realistic Estimates of How Much Time Partners Will Need to Contribute; Obtain Commitments from Every Partner.

Time is a scarce resource to be utilized wisely. Collaborative efforts invariably require significant time from the partners (both law enforcement and community). Whether volunteered or paid for, time is a collaboration's most valuable resource. Consequently, partnerships must:

- Clearly define expectations of all partners (whether paid or volunteer).
- Develop a timeline of milestones for each task in the action plan.
- Develop mechanisms for using meeting time wisely (see Conducting Effective Meetings, in Section 5).
- Carefully allocate tasks among all partners to utilize available human resources most effectively and equitably.
- Respect each individual's time and personal circumstances.

Tool 7: Expertise and Resources—What Does the Collaborative Effort Need? and Tool 8: Expertise and Resources Inventory (see Section 5) will help guide collaborations in planning for and dealing with time issues.

Avoiding the Pitfalls

When seeking and establishing sufficient means to perform the tasks in a community policing collaboration, avoid the following pitfalls. Consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/ Reassessing the Collaboration, in particular items 29–32, to assess the means.

Pitfall:

Partners are frustrated and discouraged and begin to doubt that the collaboration's goals and vision can be achieved. When a collaborative effort lacks the time, financial, in-kind, or human resources necessary to implement its action plan, partners will become discouraged. Subsequently, they will be less motivated to participate and contribute—creating a cyclical problem.

Solutions:

This may be an appropriate time to reconsider the shared vision. The partners may have been overly ambitious in their vision and may need to narrow the scope of the effort. Partners may decide that they will agree to set another, more ambitious goal, once the newly revised goal has been reached.

In addition to redefining the vision, consider reassessing who needs to be involved in the collaboration. As the collaboration progresses and tasks become more clearly defined, conserve existing resources (or provide some relief for overcommitted resources) by adding partners (including youth). Do not hesitate to ask current and new partners whether additional in-kind resources may be available to support the collaboration.

Pitfall:

Some partners may feel—"burned out." If there are too few individuals involved in the collaboration to accomplish the amount of work to be done, partners may feel drained and "burned out."

Solutions:

If only one or two individuals are "burned out," this may be because they have assumed too much responsibility. Review Section 6, Teamwork Strategies, which emphasizes that partners take equal ownership of the initiative.

Reassess the time commitments necessary to complete the tasks. Perhaps during the planning phase, the partners underestimated what would be required or the time available to work on partnership activities. Some organizational partners may be able to assign a replacement representative who has more time, or they may assign tasks across more staff. When establishing task timelines for the initiative, partners should account for other personal and professional commitments, thereby minimizing over commitment from some partners.

It is good practice to always be amenable to new partners. Expand the stakeholder list (see Section 2, Tool 2: Identifying Stakeholders).

Pitfall:

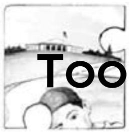
The project requires resources that are unavailable. If the collaboration failed to outline a strategy for achieving collaboration goals and subsequently did not brainstorm about resources required, partners may find themselves without the skills, people, expertise, time, or funding required to continue.

Solutions:

Partners must develop, record, and refer to an action plan that not only includes resource requirements and sources, but also strategies for acquiring these resources. The action plan should be revised as project tasks are modified or partner membership changes.

Use Tool 7: Expertise and Resources—What Does the Collaborative Effort Need? (Section 5) to organize discussions or brainstorming about resources. Use Tool 8: the Expertise and Resource Inventory (Section 5) to determine what partner resources or expertise may be available and underutilized.

Host a fundraising event, approach new stakeholders who have access to needed resources, request in-kind contributions, or research other funding sources (e.g., foundations).



Tool 16

Tools to Plan and Chart Your Progress

Tool 16
Identifying Funding Resources and Options

Directions:

1. Identify the tasks to be completed.
2. For each task, identify:
   - Amount and source of available funding.
   - Amount of funding shortfalls and gaps in resources.
   - Potential sources from which to obtain additional resources.
   - Contact information for potential sources of funding.

Identifying Funding Resources and Options

Task	Amount of Available Funding/Source	Funding Gaps	Funding Resources and Options	Contact for Funding Source

Learn More About It

Youth and Collaboration

Innovation Center for Community and Youth Development. *At the Table: Resource Catalog.* Chevy Chase, MD: National 4-H Council, 2000.

This resource includes a list of workshops, videos, books, curricula, and other resources from organizations that are forerunners in youth governance. Included are organizations such as the Points of Light Foundation and Innovation Center for Community and Youth Development, a division of the National 4-H Council. Available at: www.fourhcouncil.edu/cyd.

Innovation Center for Community and Youth Development. *Building Community: A Toolkit for Youth and Adults in Charting Assets and Creating Change.* Chevy Chase, MD: National 4-H Council, 2000.

This guide for facilitators includes information on youth-adult partnerships and creating a community vision. It provides a practical discussion of developing and carrying out a plan. Available for purchase at: www.fourhcouncil.edu/cyd.

Innovation Center for Community and Youth Development. *Creating Youth/Adult Partnerships*. Chevy Chase, MD: National 4-H Council, 2000.

This training curriculum targets youth-only groups, adult-only groups, and youth/adult groups. It also includes activities. Available for purchase at: www.fourhcouncil.edu/cyd.

Dryfoos, J. *Evaluation of Community Schools: An Early Look.* Washington, DC: Coalition for Community Schools, n.d.

This program brief provides testament to school-based partnerships. It discusses how such partnerships have reduced teen pregnancy, substance abuse, and disruptive classroom behavior. Also discussed are gains in math and reading scores. This document is free-of-charge. Available at: www.communityschools.org.

Hammiller, R. E. and Capper, C.A. “The Principal’s Role in Neighborhood-Based Interagency Collaboration: A Peripheral and Flexible Link,” (ED 378637), 1994.

This professional paper is based on a research study of a collaborative effort among police, social services, schools, and public health in a large Midwestern city. The results show that principals were receptive and supportive of the project even though they were excluded from the formative process. The authors discuss the principal’s role in interagency collaboration. This Education Resources Information Center (ERIC) document is available at university and regional libraries housing ERIC documents.

Posner, M. “Working Together for Youth: A Guide to Collaboration Between Law Enforcement Agencies and Programs that Serve Runaway and Homeless Youth,” (ED388915), 1994.

This paper discusses the collaborative process between law enforcement and social service agencies targeting runaway and homeless youth. Appendices serve as a useful reference guide for other literature regarding interagency collaboration, organizations, and evaluation resources. This ERIC document is available at university and regional libraries housing ERIC documents.

Zeldin, S., McDaniel, A. K., Topitzes, D., and Calvert, M.. *Youth in Decision-Making: A Study of the Impacts of Youth on Adults and Organizations.* Madison, WI: University of Wisconsin, 2000.

This publication describes the findings from interviews with 15 organizations and communities within which youth have decision-making roles. Available at: www.fourhcouncil.edu/cyd.

Zimmer, J. “Police-School Partnerships.” (ED344793), 1988.

This publication discusses the validity of law enforcement and police officers in the classroom and the unique dynamic that they bring to the curriculum. This resource provides guidelines for field trips and role-playing. It also includes examples of other resources available to those interested in involving law enforcement professionals in the classroom. This ERIC document is available at university and regional libraries housing ERIC documents.

Relevant Organizations

Center for Youth as Resources (CYAR)
National Headquarters
1000 Connecticut Avenue, N.W.
12th Floor
Washington, DC 20036
(202) 785-0698
E-mail: yar@ncpc.org
www.yar.org

CYAR provides training and program information to organizations involved with youth-led community service efforts and youth-adult partnerships in governance.

Coalition for Community Schools
1001 Connecticut Ave., N.W.
Suite 310
Washington, DC 20036
(202) 822-8405
www.communityschools.org

This organization is dedicated to improving education and helping students by building partnerships. Community schools bring together many partners to offer opportunities to children, youth, families, and communities.

Communities In Schools, Inc.
National Office
277 S. Washington Street
Suite 210
Alexandria, VA 22314
(703) 519-8999
(800) CIS-4KID (800-247-4543)
www.cisnet.org

This organization’s mission focuses on connecting community resources with schools to help young people learn, stay in school, and prepare for life.

Learn More About It (continued)

The Heartland Center for Leadership Development
Work Group on Health Promotion and Community Development
University of Kansas
4082 Dole Center
1000 Sunnyside Avenue
Lawrence, KS 66045-7555
(785) 864-0533
(785) 864-5281 fax
ToolBox@ukans.edu
http://ctb.ukans.edu

The University of Kansas Community Toolbox includes information and resources relevant to community development in Lawrence (KS) and Amherst (MA). Several "how to" sections provide information on community health and development. It also includes sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

Innovation Center for Community and Youth Development
National 4-H Council
7100 Connecticut Ave
Chevy Chase, MD 20815
(301) 961-2837
(301) 961-2831 fax
E-mail: info@theinnovationcenter.org
www.fourhcouncil.edu/cyd

This is an excellent site for resources and publications related to youth/adult partnerships. They offer publications and training and technical assistance. The Web site provides contact information for other youth advocate organizations, as well as links to E-mail discussion groups.

National Civic League
(formerly Program for Community Problem-Solving)
1301 Pennsylvania Avenue, N.W.
Suite 600
Washington, DC 20004
(202) 626-3183
www.ncl.org

This organization is dedicated to helping community leaders get things done. This organization offers support through training in facilitation, training, coaching and lectures, multi-stakeholder collaboratives, community driven decision-making processes, and analytical research.

National Crime Prevention Council (NCPC)
1000 Connecticut Avenue, N.W.
13th Floor
Washington, DC 20036
(202) 466-6272
(202) 296-1356 fax
www.ncpc.org

NCPC's mission is to enable individuals to create safer and more caring communities by addressing the causes of crime and violence and reducing opportunities for crime to occur. The NCPC Web site posts helpful links and publications.

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2961
(800) Four-H-DC (800-368-7432)
www.fourhcouncil.edu

National 4-H Council's mission is to advance the 4-H youth development movement to build a world in which youth and adults learn, grow, and work together as catalysts for positive change.

National Youth Development Information Center (NYDIC)
National Collaboration for Youth
1319 F Street N.W.
Suite 601
Washington, DC 20004
(877) NYDIC-4-U
(202) 393-4517 fax
E-mail: info@nydic.org
www.nydic.org

NYDIC supports community programs designed to employ a youth development approach to delivering services. These programs strive to build the competencies necessary for young people to become successful adults. The Web site provides links to youth organizations and publications.

National Youth Network
National Crime Prevention Council
1000 Connecticut Ave., N.W.
13th Floor
Washington, DC 20036
(202) 466-6272
www.usdoj.gov/kidspage/getinvolved

The National Youth Network focuses on bringing together youth and adults to promote nonviolent community activism and youth-adult partnerships.

Points of Light Foundation
1400 Eye Street, N.W.
Suite 800
Washington, DC 20005
(202) 729-8000
(202) 729-8100 fax
E-mail: youth@pointsoflight.org
www.pointsoflight.org

This foundation focuses on raising awareness and advocating for the engagement of youth in community problem-solving through training, technical assistance, publications, and programs.

Action Plan

In Section 10

Tool 17: Evaluation Tips

The Vision

Collaboration partners have a clear and consistent understanding of the project vision and goals. They also know what strategies they plan to implement to reach these goals, which partners are responsible for specific tasks and when they should be completed, what resources will be needed and how they will be acquired, and how the partnership activities/projects will be evaluated.

Action Plan

Vision without action is a daydream. Action without vision is a nightmare.
—Japanese proverb

Action Steps to Success

The final element of successful collaborations is the action plan. The partnership may have a shared vision, necessary expertise, open communication, teamwork, motivators in place to encourage recruitment and sustain involvement of partners, and the means to accomplish their goals. Without an action plan, however, the collaboration will have unfocused achievements and will not accomplish desired objectives.

The action plan is the mechanism by which the shared vision is operationalized. It is a working document that is designed to guide the collaboration. The action plan describes strategies to meet specific objectives of the problem-solving project or other community policing initiative, and the action plan delineates the steps to bring about the envisioned change. The action plan specifies WHAT will be done, by WHOM, and WHEN. The plan also describes HOW the partnership will know if actions taken achieve desired outcomes. For each objective of the effort, the action plan should describe:

- What specific activity/task should occur.
- Who will be responsible for the task.
- The timeframe for accomplishing the task/when the action will take place.
- What resources will be needed to accomplish the task and how those resources will be acquired.
- Who will know when the task is completed.
- How the effectiveness of the strategy will be assessed.

This toolkit intentionally does not include a sample action plan form that can be duplicated. Too often, when such a form is provided, partners struggle to fit information into every section of the form, rather than design a method/form that captures information relevant to their action plan. Because each collaboration is unique, each action plan is unique as well.

Step 1

Convene a Meeting (or Series of Meetings) to Make Team Decisions Regarding the Action Plan.

At the meeting, the partners should designate a notetaker who will record team decisions. The team should agree on:

- The vision statement developed during the visioning meeting.
- Goals for achieving the vision statement.
- Specific strategies to accomplish those goals.
- Who is responsible for each task and the timeline associated with the task.
- Who will be notified when a task has been completed.
- What resources are needed to complete the task.
- Sources of funding and support (e.g., in-kind contributions, volunteer resources, etc).
- Who will seek, collect, compile, and oversee the resources.
- How the project will be evaluated.

Step 2

Write Down and Distribute the Plan for Partners' Review.

Include the essential elements of an action plan as you design a plan that is owned by and useful to your initiative. A complete action plan will contain the following elements:

- **Cover Page:** Include the name of the collaboration, list the partners, and specify the timeframe allotted for completion of the project.
- **Acknowledgments:** List other stakeholders that have made contributions to the effort.
- **Vision Statement:** Present the vision statement (developed by the partners and stakeholders) on the first page of the action plan. Printing the vision statement at the beginning of the action plan serves as a reminder to the team that the goals and strategies must lead to the shared vision.
- **Goals:** Present clear goal statements with measurable outcomes. If you want to change behavior, ask, "What is the desired increase or decrease in the behavior you are seeking to change?" For each goal, develop a separate plan that delineates the strategies you choose to accomplish each goal.
- **Strategies:** Describe the steps you are going to take to accomplish the collaboration's goals. Strategies give overall direction and advance the team's goals and vision.

- **Responsibility Chart:** List who (individual or group) is responsible for each strategy (or part of a strategy). A responsibility chart also specifies timeframes for completing tasks and who will be notified when the task is completed.
- **Resource Allocation:** Note what resources (people, time, or funds) are necessary to complete each task. Completing this step in the action plan provides the team with information necessary to budget resources, seek more resources for the project, or rethink the scope and breadth of the goals.
- **Assessment:** Develop a plan to evaluate both the process and the outcome of the strategies. Assessment addresses the questions, "Are we doing what we said we would do?" and "Are we accomplishing the intended results?" Assess the process used to address the strategies. Compare the outcomes with stated goals (see Tool 17: Evaluation Tips).

Once the plan is written, distribute it to all partners for review, comment, and revision, as needed.

Step 3

Incorporate Any Changes That Partners Recommend and Agree On.

Be certain to disseminate a final working copy of the action plan to all partners. Make certain that partners realize that this is a working document that can (and should) be continually revised by the collaboration as the project evolves. Partners should proactively and periodically review the plan for necessary modifications to ensure that proposed action steps are consistent with desired outcomes.

Step 4

Use the Action Plan.

An action plan is necessary to guide the team. Refer to the action plan on a regular basis as a reminder of the collaboration's vision and goals and to check progress against the timeline, hold partners accountable to tasks, make certain that resources needed for tasks are available, and to plan future meetings or activities. Utilizing the action plan strengthens the collaboration. Without an action plan, there will be a lack of focus.

Example 12 Outcome Measures

If the issue being addressed is theft from vehicles in the student parking lot, some outcome measures may include:

- A reduction in the number of reported thefts from vehicles in the student parking lot.
- A reduction in the monetary loss to victims associated with thefts from vehicles in the student parking lot.
- An increased awareness among students who use the student parking lot of target hardening measures (e.g., locking the doors, not leaving purses or bags in plain view, removing face plates for car stereo systems, parking in high visibility areas, vehicle alarm systems).

Avoiding the Pitfalls

When developing and implementing the action plan for the community policing collaboration, try to avoid the following pitfalls. Consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/Reassessing the Collaboration, in particular items 33–36, to assess your action plan.

Pitfall:

Tasks are not completed or become delayed. If partners do not know who is assigned to various tasks or what comes next, tasks will not be implemented. Also, if partners do not hold one another accountable for completing tasks on time, other personal and professional priorities may take precedence, causing the project to be delayed.

Solutions:

Begin each meeting by reviewing tasks that were to be completed since the previous meeting. End each meeting with "next steps" and make sure everyone knows who will be performing those tasks, and when the tasks must be completed.

If a partner consistently fails to complete tasks or complete tasks on time, one of the core partners should speak privately with that partner to determine issues and brainstorm on short- or long-term solutions.

Pitfall:

Partners are skeptical about project evaluation. When partners do not understand that one important purpose of project evaluation is to be able to know when goals are met and demonstrate that success to others (e.g., supervisors, community members, constituency, or potential funding agencies), they may be skeptical or view project evaluation negatively.

Solution:

As part of the action plan, partners should jointly develop measurable goals and agree to an evaluation strategy. All team members should review Tool 17: Evaluation Tips to better understand why evaluation is important and to dispel fears about evaluation.

Tools to Plan and Chart Your Progress

Tool 17

Evaluation Tips

- Set measurable, realistic goals before beginning the project. These goals should be outcome-oriented and directly linked to the project vision (see Example 12). Partners should jointly determine the measures, which should be multifaceted and take into consideration the information needs of the team, as well as individual members.
- In addition to establishing these measures, determine how the information will be collected and analyzed. Some factors to consider include:
  - How long after implementing the strategy do you expect to see results? Is that consistent with the timeline(s) of the partnership or members' needs for the outcome information?
  - What is the population and unit of analysis?
  - Do you have access to (or will you be able to obtain access to) the information required?
  - What confidentiality issues must be addressed when collecting the data? What types of protections can be put into place, particularly for individual-level data for which names or identifying information are linked? How will the data be stored and for how long?
  - What is the level of resources required to collect the information? Is that a reasonable and available cost, given the benefit of capturing the particular measure?
  - Who can assist with data collection efforts (e.g., partners, including students; local researchers; etc.)? Who has the necessary expertise to guide the evaluation?
- Collect baseline information before beginning the project. These data can then be compared with outcome data at the conclusion of the project.
- Capture process measures so that if outcome measures do not show an improvement in the issue or problem, you can revisit the steps taken to achieve the vision and determine what may have gone wrong.
- Consider with whom, when, how, and whether the evaluation findings will be shared. Measures collected throughout the project may also be used to redirect project activities, if needed.