

Sponsor's Roles and Responsibilities

Instructions:

The following is a sample of the roles and responsibilities a sponsor may be required to assume. It is important to become familiar with the roles and responsibilities listed below prior to contacting a potential sponsor. To gain support from the potential sponsor, clearly identify possible roles and responsibilities. The primary roles and responsibilities of the sponsor are to empower the coalition to help achieve project goals, and to sustain the overall process. In some cases one sponsor may be able to provide part of these while another provides others. These roles and responsibilities are expanded below.

Empower

- Help recruit stakeholders for the coalition
- Advocate and champion the project
- Help the coalition develop and support the community vision
- Rally the community around the vision
- Help the coalition make difficult decisions regarding aspects of the project
- Act as a spokesperson for the stakeholder team and project

Achieve

- Facilitate the gathering of financial resources
- Secure physical resources such as computers and meeting facilities from the community
- Facilitate conflict resolution
- Encourage stakeholder team cooperation and communication

Sustain

- Maintain momentum of the project
- Reward stakeholders through recognition
- Generate leadership and stewardship among the stakeholders
- Communicate project status to stakeholder team and community
- Foster long-term stakeholder team harmony

List of Project Benefits

Instructions:

The following is a sample of the potential benefits of the Hometown Health Improvement Project. It is broken down into different groups. It is important to become familiar with the benefits listed below prior to contacting a potential sponsor or member of the group. If presented with consistent, appealing, and clear benefits, individuals will be more likely to participate in the project.

Sponsoring Individual/Organizations Benefits

- opportunity to influence the direction of the project
- increased visibility and positive recognition in the community
- contact with local, county and state health officials and other government leaders
- an opportunity to provide meaningful community service
- community health improvement is likely to be consistent with the mission of the sponsor's organization
- networking , information sharing
- diversity of membership will allow them to reach a larger constituency
- can enable the organization to become involved in new and broader issues without having the sole responsibility for managing or developing those issues

Community Benefits

- reduction in health care cost
- improved health and quality of life of your community
- decreased number of days workers are absent from work due to illness
- reduced number of days school children are absent because of illness
- ability to sell your hometown as a healthy place to live
- reduction in preventable illnesses and injuries
- more efficient use of available health care resources
- better coordination of community health services
- reduced incidence and prevalence of specific health problems defined by the community
- improved problems related to social issues such as teen pregnancy and child abuse
- coalitions can demonstrate and develop widespread public support for issues, actions or unmet needs
- coalitions can maximize the power of individuals and groups through joint action; they can increase the "critical mass" behind a community effort by helping individuals achieve objectives beyond the scope of any one individual organization

- coalitions can minimize duplication of efforts and services
- coalitions can help mobilize more talents, resources, and approaches to influence an issue than any single organization can achieve alone

System Benefits

- more efficient use of available health care resources
- proactive interventions for community health issues
- cost savings across the health care continuum
- coordination of community health services
- reduced incidence and prevalence of specific diseases defined by the community

Follow-up Letter to Telephone Conversation With Potential Sponsor

Instructions:

Use the sample follow-up letter below as a model.

Date

Name

Job Title

Agency/Organization

Address

City, State, Zip

Dear Name:

I wanted to thank you for the opportunity to describe the Hometown Health Improvement Project developed by the Arkansas Department of Health to assist communities in addressing their unique health needs. I am enclosing a copy of a brochure describing the program for your review.

Creating a healthy community takes a commitment from those of us who live in it. We cannot address the needs of our community alone. But working together we do have the power to improve the health and quality of life in our community. This project offers an opportunity to bring together public and private organizations and businesses to identify and address issues in a collaborative manner.

There are numerous potential benefits including reduced health care cost, a reduction in the number of days missed at work and school due to illness, fewer preventable illnesses and injuries, and better and more efficient use of limited resources.

These are just a few of the benefits our community can realize when those of us concerned about the health of our community work together.

I look forward to meeting with you to discuss this further on (Insert Date). In the meantime if you have any questions or would like additional information please do not hesitate to call me.

Sincerely,

Sender's Name

Job Title

The above is a sample follow-up letter to a telephone conversation. The letter should be between one and two pages long. In addition, the initiating agency representative's letterhead should be used.

Agenda Structure for Sponsor Meeting

Instructions:

Use the sample meeting structure below to create an agenda for meeting with a potential sponsor. This meeting agenda should be used to guide the discussion and secure the potential sponsor's commitment.

I. Introduction

You should introduce yourself and thank the sponsor for his or her time. Provide a brief description of the project and the desired outcome for the meeting. The amount of time spent on the introduction segment should be approximately 10 percent of the meeting time.

II. Sell the Project

Explain the project concept. Review the sponsor's benefits and the sponsor's roles and responsibilities for the project. Emphasize the points tailored to the specific sponsor. Continue by citing the resources already available to the potential sponsor. The amount of time spent on this segment of the meeting should be approximately 60 percent.

III. Request Sponsorship

Formally invite the sponsor to lead the project, if they have not committed to do so already. It is important that the sponsor commit at this point because it may be the last opportunity to obtain the potential sponsor's commitment. It also is important to obtain the sponsor's commitment early in the process to generate project momentum. The amount of time spent on this segment of the meeting should be approximately 10 percent.

IV. Decide the Next Steps

Jointly discuss next steps and ideas the potential sponsor may have. This should include a discussion of how stakeholders can be recruited for the coalition, and the time of the first coalition meeting. The amount of time spent on this segment of the meeting should be approximately 10 percent of the meeting time.

V. Summary and Closing

End the meeting by reviewing the next steps and thanking the potential sponsor for their time. The amount of time spent on the summary and closing segment of the meeting should be approximately 10 percent of the meeting time.

Checklist for Meeting with Sponsor

Instructions:

Review this checklist to prepare for meeting with the potential sponsor.

Meeting Checklist:

- have a working knowledge of the Hometown Health Improvement Project (how it was developed and why)
- understand the role of the Arkansas Department of Health
- be familiar with the background of the person or organization
- review list of sponsor's benefits
- tailor benefits to apply to the sponsor and its respective background
- review expected sponsor roles and responsibilities
- have knowledge of resources available to assist sponsor

Materials to send to sponsor prior to the meeting:

- brochure explaining project
- list of project benefits tailored to the person or organization and the community
- description of sponsor roles and responsibilities
- meeting agenda (developed from Guide Two)

Follow-up Letter to Meeting With Sponsor

Instructions:

Use the sample follow-up letter below as a model.

Date

Name

Job Title

Agency/Organization

Address

City, State, Zip

Dear _____:

I appreciate you taking time out of your busy schedule to meet with me. Your suggestions will help as we proceed with this project.

During our meeting, you indicated that you were interested in seeing the Hometown Health Improvement Project succeed in our area. Your commitment and participation will help ensure that we are successful in improving the health and quality of life in (name community). I'd like to thank you for agreeing to be a sponsor and for committing to invest your time in such an important endeavor for our community.

(Reference whatever follow up steps you have agreed on such as beginning to contact stakeholders to join the coalition or trying to get another sponsor) If you have any questions please call me at _____.

Sincerely,

Sender's Name

Job Title

The above is a sample follow-up letter to a meeting with a sponsor. The letter should be between one and two pages in length. The initiating agency's letterhead should be used.

A follow-up letter should include a thank you for their time and input. A letter should be sent even if they did not agree to sponsor the project. Refer to what they did agree to do such as participate in the coalition.

This can be done by reviewing the critical points and decisions made at the meeting. If sponsorship was secured, confirm it. Reference and include any materials discussed and any specific commitments agreed upon at the meeting.

Conclude the letter and inform the sponsor of the next action. Offer to answer any questions the sponsor may have and provide a telephone number.

Form for Identifying Stakeholders

Instructions:

This form can be used to survey potential stakeholders and determine their interest as well as give them a chance to recommend other individuals for the group. This would be helpful if you spoke to a Rotary or Kiwanis Club, etc. It should not be used without an explanation of the project.

Name _____

Agency or Business Name: _____

Position/Title: _____

Address: _____

Telephone Number: Home: _____ Work: _____

Sex: _____ Age: _____ Race: _____

How long have you lived in (county or town) _____

From what I have explained to you about the Hometown Health Improvement Project, do you feel it is something you could support? ____yes ____no

Would you be willing to help us get it off the ground and then participate in the process? _____yes _____no

Comments: _____

Could you name some other people in the community we should involve in this effort and who could provide leadership and energy to make it successful?
Name/Agency or Organization

Are you aware of any individuals, organizations, or unique circumstances in the area that might present problems or obstacles in carrying out the project?

Hometown Health Improvement Exploratory Meeting Sign In

Name _____

Agency or Business Name: _____

Position/Title: _____

Address: _____

Telephone Number: Home: _____

Work: _____

From what I have explained to you about Hometown Health Improvement, do you feel it is something you could support? _____yes _____no

Would you be willing to help us get it off the ground and then participate in the process? _____yes _____no

Comments: _____

Identifying Stakeholders

Could you name some other people in the community we should involve in this effort and who could provide leadership and energy to make it successful?

Name/Agency or Organization

Are you aware of any individuals, organizations, or unique circumstances in the area that might present problems or obstacles in carrying out the project?

Name For Group

To help ensure that this effort is readily identifiable by members of our community we would like to give it a name everyone would recognize. Do you have any suggestions?

Outline of a Conversation to Recruit Stakeholders

Instructions:

Use the guidelines below to create an agenda for a conversation with a potential stakeholder. These concepts should be used to guide the discussion and secure the potential stakeholder's commitment. The following is a sample conversation agenda:

Desired Outcome:

To receive formal commitment from the stakeholder to join the coalition.

Introduction:

The sponsor or an already committed stakeholder should introduce himself or herself to the potential stakeholder and thank them for their time. Provide a brief description of the project and the desired outcome for the conversation. The amount of time spent on the introduction segment of the conversation should be approximately 10 percent of the conversation time.

Sell the Project:

Review the stakeholder's benefits and the stakeholder's roles and responsibilities for the project. Emphasize the points tailored to the specific stakeholder. Continue to sell the project by citing the resources already available to the potential stakeholder. The amount of time spent on the selling the project segment of the conversation should be approximately 60 percent of the conversation time.

Request Stakeholder Commitment:

Formally invite the stakeholder to join the coalition. It is important that the stakeholder commit at this point because it may be the last opportunity to obtain their commitment early in the process to generate project momentum. The amount of time spent on the request for stakeholder commitment segment of the conversation should be approximately 10 percent of the conversation time.

Decide Next Steps:

Jointly discuss next steps and ideas the potential stakeholder may have. If the stakeholder is hesitant to join the project, invite him or her to come to the meeting and make the decision at that time. Be sure to discuss possible dates for a coalition meeting. The amount of time spent on the deciding the next steps segment of the conversation should be approximately 10 percent of the conversation time.

Summary and Closing:

The sponsor or committed stakeholder should end the conversation by reviewing the next steps and thanking the potential stakeholder for their time. The amount of

time spent on the summary and closing segment of the conversation should be approximately 10 percent of the conversation time.

Sample Letter to Recruit Stakeholders

Instructions: Use this sample letter to form your stakeholder team.

Dear

We need your help to improve the health and quality of life in Boone County. We are forming a group of interested community members, public and private organizations, health care providers and businesses to address the unique needs of our community.

A brochure describing the Hometown Health Improvement Project is enclosed. This is an excellent opportunity for us to pool our efforts and make significant improvement in Boone County.

This project provides us with technical assistance, expertise, and a link to resources while allowing us to maintain control. We will determine which areas of our community we think need work and how we would like to do that.

Please join us on _____, December _____, 1998 in the _____ room at the Comfort Inn to begin planning how we will proceed on this important endeavor.

Thank you for taking the time to consider the potential of this project. Working together we can make a difference in Boone County.

If you have any questions or would like to meet with me to discuss the Hometown Health Improvement Project and how it can benefit you and Boone County, please do not hesitate to contact me.

Sincerely,

Debbie Johnson

Excuses You May Hear

1.
 - "I don't know if I have the time to do this."
 - "I understand. The time commitment usually runs about two hours a month. Is that something you might be able to try?" (If not, have another alternative in mind.)
2. Or ability to commit to a certain length of time:
 - "A year from now, who knows where I'll be."
 - "If you could give us a year, that would be great."
3. Or availability at the meeting time or day:
 - "Thursday afternoons are sometimes a bad time for me."
 - "We're planning to review the meeting time. How about Wednesdays?"
4. Or ability or skill to do the job:
 - "I've never done anything like this before."
 - "Nobody has, before they started. But it's not really hard to do. And we'll give you all the help you need."
5. Or the mission and purpose of your organization itself:
 - "I support a lot of what you do. But a few of your goals bother me a little."
 - "Which ones? Can I explain to you what we have in mind...?"

Stakeholder Conversation Follow-Up Letter

Instructions: Use the sample stakeholder conversation follow-up letter below as a model.

The stakeholder conversation follow-up letter should include:

- Thanking the stakeholder for joining the team and give a brief summary of the work ahead. Be positive.
- A little about the first meeting. Be sure to include the time, date, place, length, and any other pertinent information.
- The topics that will be discussed at the first meeting. Any materials they need to bring to the meeting.
- A contact phone number in case they have questions.

Date

Name

Job Title

Agency/Organization

Address

City, State Zip

Dear _____:

Thank you again for accepting the invitation to be a member of the Hometown Health Improvement team. This is an exciting opportunity to improve the overall health of (name of community). I am sure the assembled team will meet the challenge.

The coalition's first meeting is scheduled for (time, date, and place). We expect the meeting to last (tell approximate time the meeting will last).

At the meeting, the team will discuss strategies for bringing the project to the public and how to best involve the community. We will also set the schedule for future meetings, so please bring your calendar.

I look forward to seeing you at the meeting. If you have questions, please feel free to contact me at (provide a number where you may be reached).

Sincerely,

Sender's Name
Job Title

The above is a sample stakeholder conversation follow-up letter. The letter should be kept to one page if at all possible. In addition, the initiating agency representative's letterhead should be used.

Building a Stakeholder Team

Instructions:

These key factors will help you build membership for your stakeholder team.

Diversity:

Does the membership of the coalition reflect the diversity of the local community – geographically, ethnically, and socio-economically?

Authority:

Does the group include members with authority – those who are authorized to commit resources, set policy, and make changes in program operations?

Leadership:

Does the membership recognize natural leaders, including leaders who are reliable and dependable? Is the group representative of different leadership styles and approaches?

Comprehensive:

Is the membership a broad-based representation of the public and private agencies that are concerned about and involved in serving children and families in the community?

Commitment:

Are members willing to put what is good for the community before what is expedient for their own organizations, constituencies, or personal interests?

Change Readiness Survey

Instructions:

This survey can be used to determine how ready your community is for change. Review the questions and adapt for your community. Ask each stakeholder to complete this survey.

	Disagree	Not Sure	Agree
1. The community will support this project.			
2. The community will volunteer resources and participate in this project.			
3. The community will be dedicated to the project and participate over the long term.			
4. The community will view this project positively.			
5. The community will have high expectations from this project.			
6. Innovation in the community has led to successful results.			
7. The community values its diversity and views it as strength.			
8. The community thinks highly of people with new ideas.			
9. The community has been involved in key decisions affecting its future.			
10. Community members place a high level of trust in their leaders.			
11. Community groups historically have worked together to achieve goals.			

	Disagree	Not Sure	Agree
12. The community is dissatisfied with the status quo.			
13. The community readily will see its ability to improve community health status.			
14. The community has an adequate number of resources.			
15. The community responds quickly to change.			
16. The community successfully has instituted long-term plans before.			
17. Cooperative and effective relationships have been established within the community.			
18. The community is committed to improving quality of life.			
19. An effective community infrastructure exists.			
20. The community's input is valued.			
21. The community allocates resources where they are most needed.			
22. The community recognizes and rewards individuals in a variety of ways.			
23. The community has strong values shared by a majority of individuals.			
24. A good balance of skills exists within the community.			
25. The community is open to new ideas.			

	Disagree	Not Sure	Agree
26. The community members understand how their role fits into the long-term vision of the community.			
27. In the community, what you know is more important than who you know.			
28. Community members feel a great deal of loyalty towards the community.			
29. The community has gone through significant changes over the last few years.			
30. Changes that have taken place in the community have been viewed as beneficial.			
31. The community cares about its future.			
32. The community looks ahead to anticipate future problems and opportunities.			

Change Readiness Survey (Continued)

After compiling the results of the Change Readiness Survey, the team should use the guidelines below to interpret the findings. These guidelines suggest possible interpretations, explanations and recommendations for moving forward with the project.

A majority of responses are “Disagree”

This finding indicates that the stakeholder team believes the community may not embrace change readily and support the project. The community may be satisfied with the status quo due to failure of previous projects, lack of establishment of previous coalitions, or a general feeling of uncertainty and risk regarding change.

This interpretation suggests that the stakeholder team may need to overcome a major barrier in order to move forward with the project successfully. Stakeholders should identify any success that the community has achieved, resources that are available for the project, and the common values that exist in the community. These findings should be used as the foundation for building broad-based support for the project.

Additional key stakeholders also may need to be recruited to assist with promoting change and securing the cooperation of the community. Target stakeholders that are trusted and respected by the community and have previously developed cooperative and effective relationships within the community.

A majority of responses are

This may indicate that while the community is not opposed to change, it may not be motivated to begin the Hometown Health Improvement Project. The community may have some successful projects and working relationships in the past, but does not see the need to improve health status. Moreover, the community may feel that it has insufficient resources to successfully engage in the project.

In this case, the community already may have the necessary resources to engage in the project and bring about change. A motivating force may be needed to encourage the community to proactively address its health status. Stakeholders should highlight the community's resources and the need to address health issues. The benefits of the project should be stressed, as well as the possible outcomes if the project is not advanced. Overall, a “can-do” attitude should be strengthened in community members.

A majority of responses are Agree

This indicates that the community is likely to accept change. The community may have been involved in previous successful projects, may be motivated proactively to address its health issues, and may have the resources and effective infrastructure to move forward.

The stakeholder team should capitalize on this opportunity to address the community's health status quickly and effectively. Any "quick-success" should be used as an example to motivate additional change in the community and improve its health status.

Determining What Structure is Best for Your Group

Instructions:

Does your group need very specific rules, an organizational chart with everyone's precise job description and a very rigid format or should it be casual and informal? The following table can help you make this decision.

Conditions Favoring More or Less Formality in Organizational Structures		
Condition	A looser, less formal, less rule bound structure would be favored when.....	A tighter, more formal, more rule-bound structure would be favored when.....
Stage of organizational development	The organization is just starting	The organization is in later stages of development
Prior relationships among members	Many such experiences have occurred	Few such experiences have occurred
Member motivation to be part of the organization	Motivation is high	Motivation is low
Number of organization tasks or issues (broadness of purpose)	There is a single task or issue	There are multiple tasks or issues
Organization size	The organization is small	The organization is large
Organization leadership	The leadership is experienced	The leadership is inexperienced
Urgency for action	There is no particular urgency to take action now	There is strong urgency to take action now

Hometown Health Improvement Exploratory Meeting Sign In

Name _____

Agency or Business Name: _____

Position/Title: _____

Address: _____

Telephone Number: Home: _____ Work: _____

From what I have explained to you about Hometown Health Improvement, do you feel it is something you could support? _____yes _____no

Would you be willing to help us get it off the ground and then participate in the process? _____yes _____no

Comments: _____

Identifying Stakeholders

Could you name some other people in the community we should involve in this effort and who could provide leadership and energy to make it successful?

Name/Agency or Organization

Are you aware of any individuals, organizations, or unique circumstances in the area that might present problems or obstacles in carrying out the project?

NAME For Group

To help ensure that this effort is readily identifiable by members of our community we would like to give it a name everyone would recognize. Do you have any suggestions?

Roles and Responsibilities Worksheet

Instructions:

Adapt this worksheet to help define the roles and responsibilities of the team members. In the left column, list the roles and responsibilities the stakeholder team will need to realize its goals. In the right column, identify the stakeholder with the interest, skill, and commitment to take on each role and responsibility identified. A facilitator should guide this process. The worksheet below is meant to serve as a method for identifying gaps between roles and responsibilities, and available, qualified and interested stakeholders. Expand the worksheet below to include relevant roles and responsibilities. Use the compiled information to agree on roles and responsibilities. It may be appropriate to form subcommittees around some roles.

Sample Roles and Responsibilities Worksheet

Roles and Responsibilities	Team Member
Deliver Vision Statement to Community	J. Smith: Health Associate Agent
	M. Doe: Local Hospital CEO
	W. Jones: Initiating Agency Agent
	B. Russell: Sponsor
	E. Johnson: Public Relations Team Member

Roles and Responsibilities	Team Member
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Gather Community Definition Data	J. Wells: Police Officer
	K. Jackson: Junior High Teacher

Roles and Responsibilities	Team Member
Access Community Health Data	Dr. W. Morris: Local Physician
	Professor S. Richards: Health Science Professor

Roles and Responsibilities	Team Member
Gather Relevant Health Priorities Data	W. Jackson: Local Hospital CEO
	C. Smith: School Principal
	J. Manning: School Health Nurse
	T. Wells: Local Minister

Geographic Profile Worksheet

Instructions:

Complete the Geographic Profile Worksheet below to identify the community's geographic boundaries. The resources listed at the end of this tool can be used to compile the necessary information.

What are the commonly held perceptions regarding the geographic boundaries of the community?

Consider how the following factors influence the perceived geographic boundaries.

Key landmarks within the community: _____

The location of major streets, highways, bridges, tunnels and other roadways:

Natural borders such as mountains, rivers and forests:

Outline the perceived geographic community on a map. Compare the perceived geographic community to each of the following pre-defined boundaries. Which, if any, best describe the community?

- County
- Municipality
- City/ Township
- Health, Geographic, or Metropolitan Statistical Area
- Service Area
- Regional Planning Commission Area

Using the information from the previous page, develop a final definition of the geographic boundaries for the community. Clearly identify and describe the community's borders below.

Geographic Data Sources

Instructions:

These are some potential resources for geographic information.

Geographic Maps	Resource
School Districts	Department of Education Local School District Administration Office
State and County	Public Library County Courthouse
Ward and Zip Code	County Courthouse Post Office
Street-level Neighborhood Map	Realtors County Courthouse Chamber of Commerce Local Library
Major Road Thoroughfare	Local Library Department of Transportation
Zip Code	Local Post Office
Health Statistical Area Regional Planning Commission Area Enterprise Zone Area Metropolitan Statistical Area	
Geographic Service Area	

Our Community

Instructions:

After a lot of discussion about how you will define your community it is a good idea to put this in writing and share with coalition members. It is easy when a lot of different things have been discussed for people to forget or be unclear about what was agreed on. It is very important that everyone know what you mean by community.

For the purposes of the Hometown Health Improvement Project, we will define our community as (e.g., Saline County, Benton, Hot Springs and Hot Springs Village, etc.):

List the municipalities within the geographic area above you have chosen for your project.

Note: Don't forget your rural population!!

Demographic Profile Worksheet

Instructions:

The demographic tables below and on the following page represent a sample of measures community stakeholders should consider tracking. Where possible, standard definitions established by the State should be used to enable comparisons between the community, state and United States. Sample dimensions for the demographic profile include race/ethnicity, gender and age. In addition, note the year for all data collected. Refer to the demographic resources list at the end of this tool for potential resources for demographic information.

Race/Ethnicity of Population (Year _____)

	White		African American		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Community														
State														
United States														

Gender (Year _____)

	Males		Females		Total	
	#	%	#	%	#	%
Community						
State						
United States						

Demographic Profile Worksheet Continued

Age (Year _____)

	Community		State		United States	
	#	%	#	%	#	%
< 1						
1-4						
5-14						
15-19						
20-24						
25-44						
45-64						
65-84						
85+						
Total						

Exploring Your Community

Instructions:

This is one method you can use to help you define your community. Consider your community in the following three different dimensions.

Community as a Place

We know each community is unique in its own setting. It has historical significance. It has boundaries. It has a concrete makeup, such as blocks, townships, census tracts, towns, cities, and service areas. It has roadways, waterways, and a unique climate and terrain. It lends itself to certain occupations that influence its economy and philosophy.

Think about your community as a place. As a group, list some "place" characteristics of your community below.

_____	_____
_____	_____
_____	_____

Community as People

This aspect, the demography, is a major determinant of style, of behaviors, and of the outward image the community projects. These basic determinants might include such things as average age, gender, household income, earning power, educational levels, race, and ethnicity. Other factors might be included as well. For example: What is the population density? Is the population mobile? What is the geographic distribution of persons? Do they live close together or far apart? Are there places where people congregate? Do community members hold common opinions or are they more diverse in nature? How do people self-identify with this community (if you ask where people are from, what do they say)?

Think about your community as people. As a group, list some "people" characteristics of your community below.

_____	_____
_____	_____
_____	_____
_____	_____

Community as a System

Within each community are many systems. These systems are actually smaller communities within communities. For example, there are family systems, educational systems, political and governmental systems, religious systems, economic systems, and health, welfare, and social systems. Each of these systems creates a unique environment within the broader system; they are what you ultimately define as the "community." They influence the members' beliefs and determine the dynamics necessary to create change or maintain the status quo.

Think about your community as a system. As a group, list some "systems" in your community below.

_____	_____
_____	_____
_____	_____
_____	_____

Take this information and develop the boundaries of your community. It may be a county. It may be several towns, or it may be one city. Just as there are dangers in not including a large enough community (for example, leaving out key decision-makers or not properly representing all aspects of the community), there are also dangers in choosing too large a geographic area for your community. For example, if you bring together two counties, each with a distinct and strong governmental structure, you may have problems working toward a common goal. This is especially true if the people representing these counties see themselves as being from two separate communities rather than one common community.

Community Dynamics Relationship Worksheet

Instructions:

Conduct a stakeholder team meeting and have each stakeholder complete the worksheet on the following page. The instructions below are guidelines for completing this worksheet.

1. Describe to the group the two types of forces:
 - **Positive Forces** – Those forces that are positive influences on the health of the community and in support of the group effort (e.g., increased cooperation between small businesses and city hall).
 - **Negative Forces** – Those forces that are negative influences in the community and are countering the group effort (e.g., a lack of communication between volunteer organizations that are concentrating resources on the same issue).
2. Ask team members to work individually for several minutes, and generate a list of positive and negative forces they perceive in the community.
3. Beginning with positive forces, ask team members to state their ideas about the positive forces in the community supporting the team's objective of improving community health. Discuss each idea and record it. Continue this process until all the positive forces have been identified and a cumulative list is developed and consensus is reached.
4. Repeat the procedure for negative forces.
5. After identifying the major positive and negative forces affecting the community, stakeholders should determine an effective strategy to enhance the level of collaboration within the community. The stakeholder team should identify positive forces that can be strengthened and negative forces that can be diminished. Changing the forces that exist in the community may influence collaborative efforts and ultimately affect community health status. Finally, specific action steps should be determined and roles and responsibilities identified for implementing the team's approach.

Community Dynamics Relationship Worksheet

Instructions:

Use the guidelines on the previous page to complete this worksheet.

Positive Forces

Negative Forces

Collaboration Inventory Questionnaire

Instructions:

Tailor and complete the attached Collaboration Inventory Questionnaire and summarize the collected information. An example summary of the gathered information is illustrated below.

Potential Collaborators	Recruit	Mailing List	Endorsement	Data	Newsletter	Collaborate on Intervention	Resources
Veteran Groups	X		X				X
Chamber of Commerce		X		X	X		X
Religious Groups			X		X	X	X

Descriptions:

Potential Collaborators – Identify organizations and people in the community that are potential assets and can assist in the effort.

Recruit – Indicate whether or not the group should be recruited to assist in the effort.

Mailing List – Indicate whether or not to ask the potential collaborator for a mailing list of its organization.

Endorsement – Indicate whether or not to ask the potential collaborator for formal endorsement of the project.

Data – Indicate whether or not to request relevant health information data from the potential collaborator.

Request Newsletter – Indicate whether or not to ask for publicity in its newsletter.

Collaborate on Intervention – Indicate whether or not to ask the potential collaborator to assist at the intervention stage of the effort.

Resources – Indicate whether or not to ask potential collaborator to provide additional resources such as volunteers, donations, space and supplies.

Collaboration Inventory Questionnaire

Instructions:

The stakeholder team should complete the Collaboration Inventory Questionnaire below. Summarize answers into a table like the one illustrated on the previous page. Use this summary to develop an action plan for the team to use in contacting potential collaborators.

What organizations in the community are potential collaborators?

Should a particular potential collaborator be recruited to the effort?

Does the potential collaborator have a membership mailing list, and should the team ask for it?

Is there a benefit to receiving an endorsement letter from the potential collaborator?

Is there data the potential collaborator has access to that can benefit the team?

Should the team ask for a copy of the potential collaborator's newsletter?

Can the potential collaborator assist at the intervention stage of the effort?

Should the team ask the potential collaborator to assist in obtaining additional resources such as volunteers, donations, space and supplies?

Process Observer Checklist

Instructions:

This is a list of factors that hinder group effectiveness. A member of the group who has been designated as a process observer to determine how well the group is functioning can use them. You may also want to use the ground rules your group has agreed on to help you develop a list of questions.

_____ Is one person dominating the group?

_____ Are members late, requiring a lot of time to be spent catching them up and wasting time?

_____ Does the group get off on tangents and forget their purpose?

_____ Do group members fail to participate?

_____ No leadership is shown.

_____ The group does not follow the ground rules they established.

_____ Members do not listen to each other.

_____ Members criticize ideas and are not open-minded.

Team Building/Conflict Management

Instructions:

Individual Task- Read each statement once. Indicate whether you (A) agree or (D) disagree with each statement. Group Task- As a team, discuss your individual answers and reach consensus on whether you agree or disagree with each statement. You may change the wording of the statements in order to reach consensus.

- _____ 1. A coalition member should say everything she/he is thinking and feeling.
- _____ 2. A coalition member should give feedback only when it is asked for.
- _____ 3. Sometimes it is better to just withdraw from the discussion rather than fight.
- _____ 4. A coalition member should stick to her/his opinion of what is right no matter what others do.
- _____ 5. Negotiating agreement is always possible.
- _____ 6. Conflict should never get emotional or personal.
- _____ 7. It is possible for a coalition member to be too agreeable.
- _____ 8. Team cohesiveness is more important than anything else.
- _____ 9. When a coalition member is asked to do something he/she doesn't want to do, he/she should do it anyway.
- _____ 10. Conflict can be exciting, creative and fun.
- _____ 11. A coalition member should never take the side of someone outside the coalition over a coalition member.
- _____ 12. It is impossible to have a good relationship with everyone on the coalition.
- _____ 13. There is less conflict with the people you trust.
- _____ 14. Coalition members have less conflict when they do not socialize

outside the coalition meetings.

- ____ 15. A coalition member should always support the consensus decisions made by the coalition.
- ____ 16. Understanding is more important than agreement.
- ____ 17. Some members of the coalition will just never get along.
- ____ 18. Conflict is totally unproductive.
- ____ 19. Beware of reaching agreement too easily and quickly.
- ____ 20. The coalition chair needs to settle all conflicts.
- ____ 21. The coalition needs to develop ground rules for handling conflicts.

Adapted from "Skills-Building for Self-Directed Team Members", by Ann & Bob Harper

Culture Definitions

Instructions:

There are a lot of terms in information dealing with cultural diversity issues. The following definitions were developed by the Office of Minority Health to help clarify the different terms.

Assimilation/Acculturation

Assimilation or acculturation occurs when an individual or group has changed their traditional culture patterns to include characteristics of another culture. This process occurs over time. It is generally thought that the third generation (grandchildren of immigrants) is fully acculturated or has accepted the characteristics of a dominant society as its own because of interactions with social structured such as schools, employment opportunities, and the health care system.

Culture

- A set of beliefs, assumptions, and values widely shared by a group
- The sum of beliefs, practice, habits, likes, dislikes, norms, customs, and rituals learned from our families
- An integrated pattern of human behavior that includes thought, speech, action – the customary beliefs, social forms, and material traits of a racial, religious, or social group
- The framework of meaning within which a population, individually and as a group, shapes its life ways;
- The framework is neither static nor absolute
- The development of culture is an on-going process, within which individuals are constantly reworking or trying out new ideas and behaviors;
- The framework must be viewed as a set of tendencies or possibilities from which to choose
- The framework is not deterministic to the lives of individuals and families

Cultural Competency

Cultural competency refers to the state of being capable of functioning in the context of cultural differences

Cultural Diversity

Cultural diversity refers to non-biological differences between people, groups of people, communities, sub-populations, and populations. It refers to differences in ideas, customs, skills, etc. of a people or group.

Culture Shock

Culture shock may occur when an individual, family or group from one culture is functioning within an unfamiliar culture. Disorientation can occur from not understanding the language, customs, beliefs and expectations of the other culture.

Ethnicity

Ethnicity refers to the membership in a social group based on shared common characteristics such as geographical location, art, religion, food preferences, race, and national origin/nationality. Culture is an important component of ethnicity.

Ethnocentrism

Ethnocentrism occurs when one culture or ethnic group believes its values, ideas, or methods of process are better than those of other cultural or ethnic groups. This is a common first reaction when encountering another culture.

Generalizations

Generalizations are broadly held beliefs that people affiliated with a particular race, religion, or socioeconomic class share certain characteristics in common but that each person is unique and represents that characteristic differently.

Race

Race refers to a population group with physical similarities such as skin tone or bone structure. Members of an ethnic group may or may not be of the same race.

Religion

Religion includes beliefs and rituals that acknowledge spiritual being(s) that govern the world and universe. Religion often plays a vital role in one's perceptions and interpretations of health and the signs and symptoms of illness. Adherence to a religious code may be viewed as conducive to spiritual harmony and health. Illness may be seen as punishment for the violation of religious codes and morals.

Stereotypes

Stereotypes or overgeneralizations are rigid beliefs that all people affiliated with a particular race, religion, or socioeconomic class has uniform and specific characteristics.

Understanding Diversity Worksheet

Instructions:

Think about yourself. Describe each word as it relates to you. Describe the strength or benefit that each provides you. Jot down your ideas.

Descriptor

Strength/ Benefit

Gender: _____

Family

My family has special customs that include: _____

Age

In my generation we _____

Race

I am _____

Nationality

I am _____

My nationality has special customs such as: _____

Life experiences

A particular event that has affected my life is: _____

Education

My educational experience includes: _____

Values

Three things I value most in life are:

1. _____

2. _____

3. _____

Beliefs

I have very strong beliefs about: _____

Some Common Cultural Barriers and Tips for Overcoming Them

Instructions:

Cultural diversity should be recognized and celebrated. This same diversity, however, may create obstacles. Before we can deal with barriers, they must be identified and acknowledged. Here are some of the barriers and tips to overcome them.

The negative effects of racism:

A significant factor to consider when attempting to interact cross-culturally is the effect of racism in our society. Without affixing blame or judgment, acknowledgment of a degree of racism in American society must be made, since for minorities it is difficult to escape some form of individual or institutional racism.

Prejudice and racism are learned behaviors that are often the result of ignorance of other groups and, therefore, a lack of understanding. Racism has a negative effect on minority persons, and less frequently acknowledged, on society as a whole.

Tips

- Denial of racial elements does not foster positive interactions. There are real differences in people, their backgrounds and cultures. Each racial group is physically and culturally different from other groups. These factors cannot be ignored.
- Racial questions and concerns should be addressed immediately and dealt with openly in a warm, friendly manner.
- Learn to develop a philosophy of different and equal.

The influence of racial myths and negative stereotypes:

It is a disservice to fellow humans to base interactions on various myths and negative statements used to categorize the whole group; and secondly, to see one or just a few minority persons as representatives of their entire racial/ethnic group.

Tips

- Make a conscious effort to approach each minority person as an individual.
- Do not operate on assumptions.

- Avoid the myth that all minorities are uneducated and poor. There are many in the minority population who are well educated and earn upper and middle incomes.
- Avoid the assumption that if an individual's family's country of origin is outside of the United States, the individual will have problems speaking English. No matter what the family's country of origin, if the individual was born and educated in the United States that person will most likely speak English. Many minority persons are not bilingual, but are bicultural. Recognize your limited knowledge of the group you are attempting to work with. Ask minority persons to teach you about their cultural background, as you share information about your heritage. Most people will appreciate that you are interested enough in them to want to learn about their cultural background.
- Make a list of the negative statements you have heard which describe your own racial/ethnic group. Follow with a list of reasons that contradict the negative statements.

Don't assume you know what the minority community needs or what intervention will work:

Too often community coalitions and service providers assume they know what the minority community needs and how they can address these needs.

Tips

- From the beginning, include the minority community in program planning and development and in program operation.
- Go into the minority community to learn first-hand what the issues and needs are. Make contacts in the minority community. Find a minority person who knows the community.

Lack of exposure, limited exposure, or previous negative encounters:

Lack of exposure to people who are different often breeds fear and can lead to various forms of negative behavior. For example, fear breeds distrust, avoidance and poor or no communication.

Tips

- Unfortunately, there is no magic formula for people to learn how to successfully interact with minority individuals or groups. One of the key elements to success is to be honest, sincere and sensitive.

- Since some people have had no, or limited, interpersonal relationships with minority persons, they may be unsure about their capacity to interact. In order to do outreach in a relatively comfortable manner, people need to become aware of their own capacity to interact with minorities.
- Beyond a commitment of good intentions, a person must do some soul-searching to determine if he or she is capable of sincerely working with a person of another racial, cultural or ethnic background.
- After soul-searching, some people may not feel comfortable working with someone who is different. This should be recognized and accepted with no embarrassment or negativism.

Lack of understanding and respect for cultural diversity:

Ethnic groups have a strong sense of pride in being American, but are equally proud of their cultural roots and background. It would be impossible within this space to present a complete cultural profile of each of the minority groups.

Tips

- Begin cross-cultural education by reading about and talking with minority persons. When in doubt, ask. Never operate on assumptions. Become aware of the cultural backgrounds, customs and values of the minority persons you will be interacting with.
- Become aware of cultural orientations of common words, trends, and policies. For example, a white woman referring to a black woman as "gal" or "girl" rather than by her name, may find that this is considered derogatory by the black woman because of the demeaning use of such terms stemming from the period of slavery in this country.

Be aware that the cultural significance of time is different for different groups. Be aware of, but not dictated by, that difference.

Sometimes an overly familiar approach may be seen as a put down. Therefore, a warm, but formal approach is needed until a relationship is established. Initially, use the titles of Mr. or Mrs. rather than a first name.

If a person tries to avoid direct eye contact, follow that lead. In Japanese and some Hispanic and black cultures, direct eye contact may be interpreted as confrontational, disrespectful, or rude.

Some persons are natural touchers. Rather than automatically touching others, develop a relationship and evaluate when or if physical closeness is accepted.

Learn to listen. Remember that communication is both verbal and nonverbal.

Be flexible, patient and tolerant. Anticipate success, but be aware of the possibility of rejection or indifference. There may be a period of testing, therefore, do not give up, keep trying.

Lack of knowledge of the minority community's program service needs and a fear of how to approach those needs:

Some communities function with invisible minority groups. These are minority populations large enough to be seen, but whose existence is denied by the general community. When the presence of a group is not acknowledged. Unfortunately, the community feels that the minority group does not have to be dealt with. Each person should be valued and seen as a part of the community.

Another problem occurs when the majority views minority sections of town as off limits to them.

Tips

- When a person is accustomed to being unwelcome, this conditioned response is not erased with one slight gesture of welcome.

- Do an appraisal of existing programs. It will be helpful to look at:
 - ✓ Where the program is located.
 - ✓ Who is being served by it?
 - ✓ Who is providing the service and who operates the program.

- Do a community assessment. Find out the racial composition of the community.
 - ✓ What racial groups are represented in the community?
 - ✓ What is the size of each minority population?
 - ✓ Where do the minority people live?
 - ✓ Is there a defined minority section, or are minority persons scattered throughout the neighborhoods?
 - ✓ Are there well-defined, low, middle or upper middle-income sections in the community?
 - ✓ Are the same services provided in the majority community as in the minority community?

Find a minority person who knows the minority community to assist you.

Lack of knowledge of the program and/or assumption that the programs are not for the minority person:

Minority persons cannot use programs and services if they do not know about them. If information is only placed in mass media directed to the majority population, it will have limited or little impact on the minority community.

One of the consequences of racism is “knowing your place.” For example: If no minorities appear in advertisements about the service, the assumption could be that minorities are not welcomed. If the meeting location is only in majority sections of town, the same message is conveyed.

Tips

Actively seek to recruit minority persons and begin program development in culturally comfortable or culturally neutral sites. This means:

- Go to the people you want to reach. Take the time to go into minority communities rather than just inviting minority people to your regular meeting. If possible, go with a minority person. This is essential if a different language is spoken.
- Actively recruit through local minority media, i.e., neighborhood newspapers, newsletters, radio, etc.
- Become aware of the minority communities’ natural resource support systems, formal and informal.
- Let people know services are available and that seeking the service does not reflect a weakness in their culture.
- Make the program accessible. The cultural message of providing service in particular neighborhoods should be considered when deciding program location.

Feeling welcome to participate in program services (fear of being rejected):

Tips

After reaching out to a minority person/group, the invitation and welcome will probably need to be repeated often. It is not enough to simply say that the information was in the newspaper. The minority community needs to know that the program or service is open to everyone. This can be done through personal contacts where people are asked to be part of the program.

The invitation needs to be genuine and not conveyed in a manner that implies it is just a formality. The individual or group must feel they can contribute to the program as well as have their own needs met. The “us” and “them” syndrome must be avoided. When groups of majority volunteers meet with representatives of

minority communities and invite them to “help us with our program,” the impression the minority persons get is that they will be allowed to help, but it will never be a truly inclusive program.

When a minority person comes to a meeting and is largely ignored, they will probably not come back. When this happens, it is easy to say “those people don’t like it here” and consider the efforts complete.

The process of comfortably working together will also be a slow process. Progress will only be accomplished when both majority and minority participants learn to be persistent and patient with each other.

When organizing new program services, the potential for minority involvement should be evaluated as part of the routine initial assessment phase.

Objectionable Language to Persons With Disabilities

Instructions:

The following table gives you the reasons certain terms are objectionable to persons with disabilities and terms that are preferable.

Objectionable	Reasons	Preferable
Handicap	A reference to begging, from "cap in hand."	Disability
<u>The disabled, the deaf, the blind, etc.</u>	Puts everyone into one undifferentiated category. Leads us to see people only in terms of their disabilities, or as if a disability were the most important and characterizing thing about the person.	People with disabilities, people with hearing impairments (includes deaf and hard of hearing), people who are deaf, people who are hard of hearing, people with impaired vision, people with physical disabilities or physical challenges, etc.
Deaf and dumb, deaf mute.	Dumb implies low IQ historically was often assumed), and deaf mute implies the person has no voice (untrue).	People who are deaf or people who are hard of hearing.
Abnormal, defective.	Leads us to see people as less human than "normal" people, or as if they were broken.	People with disabilities, people with hearing impairments (includes deaf and hard of hearing), people who are deaf, people who are hard of hearing, people with impaired vision, people with physical disabilities or physical challenges, etc.
Victim, afflicted, deformed, maimed, suffers from.	Implies helpless, passive, miserable, repulsive oddity.	People with disabilities, people with hearing impairments (includes deaf and hard of hearing), people who are deaf, people who are hard of hearing, people with impaired vision, people with physical disabilities or physical challenges, etc.
An arthritis case or patient.	Leads us to see people as objects of medical care first and foremost,	A person who has arthritis or with arthritis.

	and denies other roles: parent, spouse, etc.	
A person is an epileptic.	Leads us to see people as their disabilities.	A person has epilepsy.
Crippled, cripple crip.	Form Old English "to creep", a second meaning of the adjective "inferior." Very offensive to people with physical disabilities.	Physical disability, physical challenge, mobility impairment.
Invalid	Implies <u>invalid</u> or not valid.	People with disabilities, people with hearing impairments (includes deaf and hard of hearing), people who are deaf, people who are hard of hearing, people with impaired vision, people with physical disabilities or physical challenges, etc.
Lame, hobble, gimp, withered, paralytic.	Implies helpless, awkward, unattractive or unappealing.	See above. Walks with or uses crutches, a cane. A person's hand or leg is disabled.
Fits, spastic, spaz.	Fits implies "mad." "Spastic/spaz" is often used in a derogatory manner, considered an insult among children who do not have disabilities.	Seizures, has cerebral palsy.
Retarded, retardate, slow, simple-minded, simple, MR, EMR, TMR, moron, idiot, imbecile, Mongoloid.	Imply inferiority, acronyms are impersonal and these are outdate. EMR and TMR – Educable (Trainable) Mentally Retarded imply not everyone benefits from education and that some people simply don't learn anything.	People with mental retardation, or with developmental disabilities. Mongoloid (ism) should be referred to as Down's syndrome and is a specific genetic disorder.
Confined to a wheelchair, wheelchair-bound, wheelchaired.	Implies the wheelchair is in control, not the individual. Wheelchairs are enabling, they are tools, they permit mobility. Implies a permanent fixture – people do transfer to beds, chairs, cars, etc.	Uses a wheelchair.