



Transcript:

Coalition Leadership in the Community

Presenter: Carol Oliver
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ANN SCHENSKY: Hello, everyone. And welcome to our training today, Coalition Leadership in the Community. My name is Ann Schensky, And I will be the moderator for today's webinar.

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And just some housekeeping notes, if you are having technical issues today, please individually message Christina Spannbauer or Stephanie Behlman in the chat. And they will be happy to assist you. You can put any questions for the speaker, or comments, in the chat section.

Certificates of attendance will be sent out to all of those who attend the full session. It takes about two weeks. And we request that you change or adjust your name, so that we have your first and last name. So that I can keep track to make sure that you will be able to get a certificate of attendance. Again, if you have concerns about how to do that, you can just type your full name into the chat.

We will be putting a slide up at the end of the presentation with a link to a very short survey. It takes literally about three minutes. We use these surveys to report to SAMHSA, who funds us, so that we can continue to do these types of trainings free of charge.

Also just a quick reminder, we are recording this session. It will be available on our website, along with the PowerPoints in a couple of weeks. We will be using Annotate today. So if you are not familiar with Annotate, just take a couple of minutes to look at this slide. It will be up at the top of your screen.

Again, if there are questions, feel free to put your question in the chat. And someone will be happy to help you. If you do not currently follow us on social



media and would like to know what we're up to, please do. And with that I am very excited to be able to turn this over to Carol Oliver, our speaker, who will lead us through the rest of our training today. Welcome, Carol.

CAROL OLIVER: Welcome. Thanks, Ann. Thank you very much. So I'm really pleased to be here. And this is part two of a Coalition and Leadership training.

I don't know if anybody was on the prior webinar. You can raise your hand if you were or put something in the chat. So it looks like we've got some people who were there.

And then for those of you who weren't there, a little bit about myself. So I work for a company called Education Development Center. And I do work in substance abuse prevention. But I think the piece to know about me for this particular presentation is, I started in prevention in about the 1990s. And that's really when the prevention of moving from school to community and coalitions.

So in that time, I've had the opportunity to initiate coalitions. I've had the opportunity to staff coalitions, to manage staff that are overseeing coalitions. But my favorite thing is, I've also provided a lot of consultation services to coalitions. So whether it was in strategic planning or somebody was having some organizational issues, I would be there to work with them to figure out what was going on.

And so when asked to do this piece on coalitions and leadership, I was really thrilled. One of the things I think is really true about learning about coalitions is everybody is both teacher and learner. And that includes me.

I think that there probably are people on this call who have a lot of great knowledge to share. And so what I've tried to do in the presentation is build in some opportunities for you all to do that. So feel free to ask questions. And feel free also to also share your knowledge.

So I'm going to bring up my slide back here. Whoops-- before I do that I need to share my screen or no one can see it. OK. Here we go. And there we go.

So what we're going to be talking about-- so in the first session, we really talked about leadership in general. We talked about leadership within a coalition. And we began talking about engagement.

Today what we're going to do is really put coalition and leadership into context. Because we're all living in this time of COVID, it really impacts anything, of course, that we're doing with a coalition. And I think when we all started out on this journey-- I know that I started working at home in March-- no one really knew how long this was going to take. And we didn't know if doing virtual meetings and building report with people virtually was going to stay. And I think it's become something that's more ongoing.



So the other piece we're going to talk about is virtual techniques and tips. And why this is so important with leading a coalition is, if this is the venue, if this is the way in which we are moving our coalitions forward, then really having an opportunity to dig a little deeper into different ways of using virtual techniques and ways to think about it. Now, everybody has been doing the virtual meeting for a long time. You may have some tricks and tips that you do. And I encourage you to share that with us as well.

And then the last piece is, a big part of leadership is engaging new people, whether in the coalition itself or whether you are engaging new partners. And we're going to talk a little bit about engagement, and engagement in the time of COVID as well. So that's what I'm planning on covering today.

And where I want to start is, actually, I want to take stock-- and I want to start with all of you. I want to start with your experiences. So, [COUGH] sorry. What you see on this slide are several different pictures.

So somebody who's unplugged, something unplugged, sailing, a roller coaster. We have slow, heating up. These people kind of working together with cogs, gone fishing. And then we have these people who are working independently connecting to each other.

So this is going to be your opportunity in order to use the Annotate. And what you're going to do is, go to your Annotate and you can either pick a star, or a heart, or you can circle, which one reflects your experience lately working with your coalition. So we've kind of got some, gone fishing. We've got some roller coasters.

We've got some going slow, unplugged. We've got a circling of the people working, but doing it sort of separately. We've got one with everybody's working together as a team.

So sounds like we've got a lot of different experiences that people are having. We have one that's like smooth sailing, which is really great. So that's wonderful. And I think it's really helpful to take stock of where your coalition is.

And I'm sure that you've already been doing this. And so hopefully, no matter where you are in your experience, some of what we talk about today will be helpful, or some of what you learn from your fellow colleagues will be really helpful. So I'm going to ask that we undo those. Thank you very much.

OK. So Tips and Techniques for Virtual Meetings-- so one of my questions to you, again, you can either do this in the chat or you can do it here. Whoops, one second. I'm just trying to find my-- whoops. Which is to answer two questions-- and they are, what do you like about virtual meetings? So why don't we start with that?



So what do people like about virtual-- whoop. Sorry-- what do people like about virtual meetings? Anybody have something that you like about a virtual meeting?

AUDIENCE: I really like being able to go to more virtual meetings than I used to. If I was invited to one at 8:00 in the morning and a different one at 9:00 in the morning that were in different parts of the county, I would always have to pick and choose which one I went to. And it's made it more accessible to actually be more involved with more different community meetings.

CAROL OLIVER: Interesting, that's great.

AUDIENCE: Piggybacking on what Heather just said, I can join a meeting in Wisconsin even though I'm in Illinois. So that's super helpful.

CAROL OLIVER: That's great. It makes the world seem a little smaller. And somebody said they like the fact that you can chat privately with people during the meeting. Yeah, if you try to do that during a regular meeting people shush you. [LAUGHS] And people have less of a sense that that's going on in a virtual meeting.

So it sounds like the travel, the access, being able to access more different kinds of meetings that travels not getting in the way-- anything that you dislike about the virtual meeting? Anything that you find more difficult? Whoops. I did not mean to do that.

AUDIENCE: I cannot see body language from my audience.

CAROL OLIVER: Can you say that piece again?

AUDIENCE: It's hard for me to read the body language. Because I used to see, analyze my audience. And based on their body language, be able to do presentations, or be part-- read the group.

CAROL OLIVER: Yes, I think that, especially being somebody who has presented both face-to-face and virtually, that is one of the things about presenting virtually that you can't read the body language. Lack of connection, lack of relationship, no personal touch-- that's really interesting. Hard to pay attention, Zoom fatigue, right? Everybody is on Zoom. And people get Zoom fatigue.

Less personal, hard to read and get to know people, problems with technology, kinesthetic learners need movement-- OK. I think all of that is really, really true. Many times people are reluctant to speak up. And we're going to talk about all of this. We're going to talk about the virtual meetings.

I don't have all the answers. But I do have some ways of thinking about approaching virtual meetings that might be helpful. Let's see, and the hard to



pay attention-- I mean, I personally find that. Redundancies-- these are great. OK. So, I'm going to ask that--

ANN SCHENSKY: Sorry, a couple of people said too, some issues with technology.

CAROL OLIVER: Oh, yeah. Issues with technology. So having your participants having trouble to participate because they are having trouble with the technology. Or it could be you're running the meeting. And you're having trouble with the technology. So it could happen in either of those cases.

Yep. And I have had that personally happen. I think that's really true. So anything else anybody wants to add before we move on? OK. Thank you for this. This is wonderful.

So we're going to move on to the next one. So one of the things when I was preparing this I-- whoops, I don't mean to do that. One of the pieces when I was preparing this that I thought was really interesting, was this idea that in the Chinese language, crisis is composed of danger and opportunity.

And I think that in the world of COVID, where people are experiencing pressure from economic, and kids in school and not in school. And what's going to happen with the work? And can the work continue?

There's a lot of feeling of danger. And at the same time, what's interesting is there's also some interesting opportunities. And I've been having conversations lately with some gay people in prevention. And one of the interesting things that I walked away with is, people are doing some things that they didn't have time to do before. And it's provided some new opportunities as well. OK.

So I'm going to get rid of chat for a second. So when we're preparing a virtual meeting-- so I think the difference between a virtual meeting and a face-to-face meeting is, a virtual meeting is more like a play. In a play you have lights, and sound, and background, and all of those. And you really have to predict what's going to happen.

And I think, in a virtual meeting, I think the same is true. I think that you would need more people to make the virtual meeting happen and happen well. I think one of the most important things, whether it's at your virtual meeting or face-to-face, is this idea of goals and outcome.

Now everybody knows we need to have goals and outcomes. But when you're in a virtual setting, the more you can let people know what your goals and outcomes are-- you can write them down, they can see them-- the more concrete it can feel. Because in the virtual world it can feel like I'm just alone in my house. And I'm not connected to you. So the more we make things concrete, the better.



The other piece is having, especially when we're talking about distractability, the other part that can be helpful is to divide up the roles and rotate them. So you may have a facilitator, a note keeper, a timekeeper, a technology person. And you might divvy up those roles.

And then in the next month, you might change those roles. And part of that is so different people get to do different parts of what's going on. And they also get to be engaged.

And then we have the determining your agenda topics. And I think in, also in the time of COVID, I think it's really, really important that we're balancing both what the people need as well as the work that we need to get done. And we're going to talk a little bit more about the balance between people and the tasks.

But [AUDIO OUT] of the things in coalitions is, that people need to be fed. And so that is really essential whether we are-- whoops, sorry. I'm getting distracted by people's cameras. So sorry about that.

So one of the pieces about people getting fed is that as people are coming to the meetings that you are doing, and you are having different agenda topics, and we want people to stay engaged, the question is, how am I getting fed. What's in it for me? And whether that means there's some networking, whether that means I walk away with something-- it's true when we're doing face-to-face meetings. It's even more true when we're doing virtual meetings.

And then determining opportunities for interaction within the agenda. We're going to talk about that. So when I approach an agenda for face-to-face meeting and a virtual meeting, I may do some of the same things in thinking through what I want to do, but there's a whole piece about the way in which I want to lay out the meeting and who I want to get involved.

Another part is having different voices. So one way that you can stop people from getting short or disengaged, is to have different kinds of voices, having different people take on different parts of the agenda. Let's see. Anything else that people have about being prepared that you want to share? OK. All right. Let me move on.

So this is what people talk about too, is this issues of access. So making opportunities for people to practice the platform. And one of the things that I've observed is that, not everybody wants to come out and say that they don't have the ability to do these things. And I think that people have done it more and more and gotten comfortable.

But I have been on several calls where people were having challenges around it. And so one of the ways around that is to have an opportunity before meetings for people to practice with the technology. Given where we are in the COVID, it may mean that that's less and less.



Another part is to give people the opportunity to participate in different kinds of ways. So rather than being on the Zoom call, I can listen and participate auditorally. Check in with participants about the devices and what works and what doesn't work. Problem solve lack of access. And switch platforms.

So one of the other things that can be helpful is if you have somebody who's on the call and their job-- you have their cell phone number. They're good at technology. They're comfortable with technology. And if there is a problem going on in the meeting, you can give people that phone number.

And then switching platforms. So some platforms are better than others when it comes to interaction. And so if you're finding that interaction is something that you really want, you may want to think about other platforms that may give you further interaction. OK.

So when you're doing the session itself, some of the pieces to think about are to begin with an opening interaction. And I have done this with staff meetings. I've done this on other meetings that I've been on where people just need a lot more interaction because they're not necessarily getting it.

So whether you do an opening icebreaker, whether you do a networking exercise, whatever it is, sometimes having people warm up and having interactions with each other is a really helpful piece. And especially, anything that makes people laugh is a really, really good interaction. Because that's the sort of lightens the entire mood.

Establishing ground rules-- so ground rules are really, really good anyway. So it makes people feel safe. Ground rules are also good because you may need new ground rules because you're in virtual environment.

And so whether you want people to always use cameras, or whether you want people to come on time, or leave on time, whatever that is, or you don't want people working while they're on the phone, which happens a lot. I have been in meetings where everyone was doing work while on the call. And I had to stop the meeting and say, we really kind of have to make a decision. We either have to say we're going to pay attention in this meeting. Or do we really need the meeting?

Because if everybody is distracted at the same time and everyone is doing other kinds of work, then we're really not getting anything done. And another way around that too is sometimes you can also make the meeting shorter. And so you can work with the group if given the fact that we're in a virtual setting, what is the best way of organizing this meeting so that it meets as many people's needs as possible.

An activity that I've done with a lot of coalitions is the bottom line. So what you do is you go around and you ask, what's your bottom line for you to stay engaged? Is it that we have to start and end on time?



Is it that we need periodically to have some interaction? Is it that if we don't move to an action within three or four meetings, I'm just going to get really, really bored? And what it does, it allows you to understand collectively the kinds of group dynamics that you're trying to hit and you're trying to go for.

Moving at a slightly slower pace-- and the big one on ensuring the fact that people have context. So there can be in coalitions, and in any kind of meeting, this inside group and outside group. And if you're in a steering committee you're going to have a lot more information than if I'm in a general coalition. Or you may have more information if you are on a subcommittee.

And so making sure that each agenda item has context is really important because when there's not context, then I become disengaged. I don't feel like I'm in-crowd knowing what's going on. And it's easier for me to no longer participate.

And one way of doing context can be, for each agenda item you do, you tell participants what you're looking for. So this is going to be a discussion. This is going to be a brainstorming session.

This is going to be-- I'm going to want you all to help me prioritize something. So whatever you're looking for from the participants of your meeting, you let them know ahead of time in the agenda so that I as a participant understand what my role is. And that can really help with keeping people engaged and helping people understand, what's your expectation of me.

Moving from slide view to participant view-- and all that means stopping what I was just doing, and looking at all of you, and having a discussion with you. And that's something else that can keep people engaged. The other thing is, if I know you're switching back and forth between slide view and participant view, then I'm not going to be doing work.

If I know you're doing it frequently enough, and I can see people, and people are engaged, I'm not going to-- I'm going to make sure I'm paying attention because I don't want you to catch the fact that I'm doing this other thing on the side. So going back and forth between the two views can help too if people realize, during the meeting you're going to be engaging me in different things. And you're going to be, whether calling on me, or asking me to chat about something, or asking you to brainstorm, I got to be on my game and not just be a passive listener. And I think that's what you're trying to get people to do on the virtual call is, to have people not just be passive listeners.

So we're going to go back to slide view. And then, record decisions and actions. So a lot of people take minutes, which is fantastic. I think the other thing that happens in virtual meetings is, again, things feel less concrete.

So at the end of every meeting, whether you choose to do a whiteboard and you write out, these were the decisions that we made and the action items.



They go out with the minutes. And then you start with that at your next meeting, the reason that's so key for virtual meetings, is it makes me feel like this is concrete.

Things are moving. I'm not in Groundhog Day. Did I just have this conversation? Didn't we just have this meeting?

And it illustrates progress that you're moving along in whatever direction you're going into. Because people are on a lot of Zoom calls. And we have to really point out, we were here. And now, through the work we're doing, now we're here. And so recording decisions and actions can be really helpful in that.

So, wait. I'm going to go back for a second. And I'm going to go to stop sharing. So those are some of the pieces in thinking about virtual meetings.

Do other people have other things that you want to share as far as what you do in virtual meetings? Elmo, take space. Yep. Make space. And I think what that means is for people who are, I'm going to say it my own words, for people who are internal processors, it's making sure that with popcorning ideas, there's enough time for people to have room to share their opinions and ideas. And so we give enough time for people to think about things. That's great.

Challenge ideas, not people. Intense versus impact-- so I'm really curious about what that is. I don't know whoever wrote it would be interested in saying what they mean.

In other words, paying attention to what somebody intended rather than the impact that it had, right? I didn't intend to step on your toes. The impact is your feet hurt. But that was not my intention. So it's making sure that we are paying attention to intention. And we don't get stuck in reference to the impact.

There is also, I think I see it here too, there's the ouch rule, which I really like too. The ouch rule says, if somebody says anything in this meeting that feels uncomfortable, I can say the word ouch. And it allows people to be able to-- it's a good way of reconciling conflicts within a group, because I have an ability to say, I didn't like the way you said that. Or, that didn't feel comfortable to me. And so you just call it the, ouch rule.

So let's see, two new messages. Enough, let's move on-- that's a great one-- is used when the group starts repeating itself over, and over, and over again. Yeah. And I also think, and I've observed this too. I've observed it and face-to-face meetings. And I've observed it on virtual meetings.

Is that the idea is, we're going to get on the call. And we're all going to talk. And then, I'm going to write an action list.



And I think, the fact is, for people to stay engaged and for people to stay engaged over time, I think virtual meetings has to have more to them. And I think they take more work to be successful. It can be fun. And so, Elmo, enough time, let's move on, is a great one.

OK. Thank you for sharing your wisdom. That's great. OK. So my next slide.

So one of the things that I find whenever I'm doing anything, whether it's, I'm doing a virtual meeting or I'm doing a training, is I always go back to what I've learned as being a training designer and about adult-learning theory. Because whether it is that I'm talking on the phone with you or I'm in a training, I think the adult-learning theory piece is still, are important. And they're like a guidepost when you're making decisions about your meeting.

So respect-- and we just talked about that, right? Respect is, we start on time. We end on time. We have ground rules. I know this is a space-safe space.

Immediacy and relevancy means that there is something on this agenda that is relevant to me in some way. And then, if I don't find the agenda items relevant, especially in this time period, then I might choose to spend my time elsewhere. It's why, finding what's going to meet the needs of your group while moving the work forward in this time is really, really important.

Safety can be around ground rules. It can be around the ouch. It can be around-- it's the Elmo, let's move on. Having techniques that safely are able to resolve conflicts or move the group forward is really helpful about safety.

Inclusion-- so, who gets to be on what meeting. And is everyone included? And are there any barriers, like technology, that's keeping anybody from inclusion? And then, of course, what we talked about from the beginning, which is engagement, which we've been talking about.

So in learning styles, we know that there-- and this came up in the chat-- there's auditory learners, visual learners, and kinesthetic learners. So somebody said earlier in the chat, that kinesthetic learners are learners that learn from moving. Right? They tend to need to move.

So in a face-to-face training, that might mean I have a flip chart on the wall. And I have people stand up. And I have them write something.

So looking at this, which do you feel that you-- is a style that you gravitate towards? Got some kinesthetic, visual, some auditory, a lot of visual. Interesting, yep. Lot of visual, less auditory and kinesthetic.

So one of the things to think about in auditory that's really important too is, some people have auditory processing challenges, which means that when they hear the information, they're not quite grasping everything that's getting said. Or they're having trouble processing it. And so that's why the more you



have things written visually, the more you have notes, the more you slow down, all of that is very helpful for people who, if their strength is not hearing, can be very, very useful.

The other piece that can be useful for auditory processing, people will have that too is, more one-on-one opportunities to get information or to talk something through. And people don't come out and tell you they have auditory processing. I have worked with people and realize, and some of the clues are when they walk away, when there's clear understanding, they're not walking away with the same understanding as other people.

So all the techniques that we use, we can build these into how we do our meetings. Whoops. I'm going to ask somebody to erase that. Sorry--

ANN SCHENSKY: Sorry, Carol. I just want to add quick that there were several people who said that they have a mix of them. Like, it's not--

CAROL OLIVER: Yes, it's not just one or the other. Right. And that's why-- and when you're doing this, and again, some people may disagree with the way in which I label these. But you could say that doing the Annotate, where I am writing and I am having-- and even if I take the pen and I write my answer in a whiteboard, that is a more kinesthetic activity. Polls could be considered kinesthetic as well.

Brainstorming-- if you're writing down what people are saying can be visual as well as auditory. Small group work is auditory and visual with cameras. And so the decisions you make-- do we have a camera? Or do we not have a camera?

A lot of that camera is, if I'm visual cameras really helpful. It also allows us to feel closer as a group. And where I work, there's sort of a unwritten rule that if you can be on camera, you're on camera. Because it makes a difference with the dynamics of the group.

So when you're thinking about virtual techniques, you want to use different types of virtual techniques in your meeting, so that you're hitting upon all these styles. Right? One, it makes it make the kind of fun. And two, it allows you to hit all the different learning styles. And if you're doing this again, people will know, in these meetings, I'm going to be engaged. So I'm going to pay attention to what's going on.

OK. So let's say, you we're going to brainstorm. You wanted to have a brainstorm about the potential new projects engaging youth. Or you wanted to discuss something. Or you wanted somebody to provide input.

One way to do it is just with a large group. Other ways of doing it is, you can-- whoops. You can do it in small groups. So Zoom is quite good and other features have this.



So you put people into small groups. You tell them what you're wanting them to brainstorm. And then they come back.

What's really important with a small group is that the instructions are really clear and that people are writing down the conversations that they're having and that you're then getting that information back. It also helps just like when we talk about face-to-face training and some people who are more introverted or like more time to process, being in a small group can be a more comfortable place to be.

You could do a large group discussion. But always have a whiteboard, a piece of paper, something that you're using to write down what you're talking about while you're talking about it. It's one of the things I think that works so well about virtual meetings is the fact that, unlike a flip chart paper where I have to have my handwriting, on a virtual meeting I can show you exactly what we're talking about when we're talking about it. I can move it around and have the group decide which one of these is a priority and how is that chat feature. And then again, the Annotate feature, which I use.

So you can use all of those when you are doing these types of techniques. Any other technique that people use when it comes to brainstorming, or discussing, or providing input that you've used besides the ones I've shown?

ANN SCHENSKY: A couple of people-- someone said that they found that sometimes small groups in Zoom can be eerily quiet.

CAROL OLIVER: Ah!

ANN SCHENSKY: Or requiring the small group to report out heightens the group accountability.

CAROL OLIVER: That's great. The other thing, and I'm pretty sure you can do this in Zoom is, you can have-- depending on how big your group is-- you can have people who you can go from room to room and see what's going on. Just like if you were doing a training you would check in with each group to see, do you have a problem. Is there anything that you need?

You can do that as well in small groups. And you can-- depending on how large your group is-- you can have a couple of people who really understand what you're asking for and are able to help troubleshoot. Just like you would do in-person with tables.

Sending discussion items in advance so people can formulate their thoughts in advance and aren't quite on the spot. I think that's great, especially for people who are internal processors who want to be able to mull those things over. And then they know-- the person also knows what you're going to be asking and how they're going to be engaged in the meeting. That's great. These are great ideas.



OK. So then the other ways too-- one thing that we do in planning always is, we're making decisions and we're prioritizing in some way. Whether it's prioritizing the projects we're going to work on, or the goals we're going to achieve, or we are going to do a series of communication social media. And we have to decide which one to start on.

There's a piece about prioritizing and making decisions. And I think polls work really, really well. And so too do the Annotate features. So let's say that I was in a meeting and there were several different strategies. And I now have those strategies listed because they're on this whiteboard, or people have come back from small group.

Now we've listed what those things are. It's really easy to say, pick the star, or the heart, or whatever. And choose the one that you think is the one that we should be doing. Something else you can do, and because Annotate has hearts and stars, if you can ask people, prioritize by what you think we should do. And then prioritize by what you are willing to do.

Sometimes what people think you are-- we're supposed to do, is not what they're willing to do. And so you end up having something where you don't have a lot of energy around it. But the regular poll feature-- but the Annotate feature works really nicely in the moment in order to do some prioritization. Any question or anything anybody wants to add about that? Any other ideas that have occurred to people.

OK. I'm just looking in the chat. All right. So I have a fun activity. Let's see if we can do it.

So what I'd like is-- whoop-- I would like somebody to volunteer a sample meeting topic. And you can put it in the-- so think of a meeting topic that you're talking to your coalition about. And also include what you want the audience to do with it, what you want the coalitions to do.

Do you want them to discuss it? Do you want them to prioritize it? Do you want them to provide you feedback?

Anybody have a potential meeting topic we can use as an example? Medication storage and disposal. OK. And tell me for the medication and storage and disposal what are you wanting the coalition members-- what are you doing with them around that? Are you brainstorming, teaching them?

Are you wanting them to discuss the strategies? What are you doing in relationship to that particular topic? And that would be helpful.

AUDIENCE: So I'd like to approach it as a need to be more aware of with a heightened sense around COVID, and people being home a lot more, and kids being home a lot more. And utilizing our current situation to heighten awareness about medication lock storage bags, getting them out to



community members. And then, helping community members understand where to dispose of prescription medication.

CAROL OLIVER: So you're informing them, right? You're increasing their knowledge.

[INTERPOSING VOICES]

AUDIENCE: --also trying to get them to think of populations that they work with in their work that we could help get resources to.

CAROL OLIVER: That's great. So if I was setting up a meeting for-- if I was setting, let's say that's the topic. One of the helpful pieces when you're engaging people and having them, especially if they're learning something, is what I call an anchor. And an anchor allows people to take the information from their own experience and experience it first.

So it could be that an anchor around medication disposal is, think about what you do with your own medication in your own home when it's finished. You ask a question. You have a quote. You have people connect with the information based on their own experience. So that's an anchor.

And you can do that as a large group. You can have people do it in the chat, however you want to do it. You can then do the training, the presentation that you would do. And you could do a couple of slides. You could have people interact with the information and do what I did and do some Annotate.

And then when it came to wanting to-- them to think through populations, you could put them in small groups, have them think about that. And then, when they come back, you could have those pieces of paper and finalize what that list is. That's an example of thinking through, what's the meeting agenda?

What am I trying to do? What do I want from the audience or for the audience? And then, what are the different techniques that I can use?

So we have another one. Yearly budget-- well, it's really funny. So yearly budget is really interesting.

I actually have seen a yearly budget done where they made it really interactive and fun. So they started with some pieces around how budgets work. And they actually did almost like a game show around it. And it was really fun and interactive.

And so they started with making sure that people understand what's in it. And then, I think, for the yearly budget, if you're presenting it, I think the question is, what do you want people-- do you want them to know? Do you want them to analyze it, and come up with conclusions, and thinking about it?



So whatever your topic is, definitely think through what you want people to do with that information. And again, with a yearly budget, you could have people just give you feedback as a large group. Or you could put people into small groups depending on what you want them-- do you want them to be thinking, future goals?

Do you want them to be thinking, here's our yearly budget? And do we think we need additional funding? And what might be some opportunity to do that? So those are just some examples. And again, whatever the topic is-- and I keep on saying this-- definitely think about what you want your recipients to do.

And I have one more, creating a youth-led group discussing overview of fish and phases. That's great. So one way I have done this, and you can do it, is actually to-- you can use an analogy, like doing-- celebrating-- or no, I'm sorry-- planning a trip.

And what you can do is, you can have kids go into small groups and think about what do we do if you're planning a trip. And you can have them report out. And then from their report out, what you can do is, pull out the steps, because they're going to have to go through those steps, so that they can then experience what doing this process is like. So you can do something, an experiential activity, with them in order to get them to understand what those steps are.

If you've got a group that's been working with the steps for a while, you can break kids out into small groups and have one be the assessment group, one be the capacity group, the planning group. You can say, tell me what you know about this step. And then again, you can bring them back and as you're reviewing the steps. You can then go to what they said and integrate it into the presentation that you're doing.

And so in doing this, you're able to use their information. Start from where they are. You're being interactive. And then they're seeing the information they have merged into the information that you're presenting.

OK. If we have time at the end, we can do more of these. Is this helpful?

AUDIENCE: Yeah, I thought the examples were helpful.

CAROL OLIVER: OK, good. That's great. All right, great. Well, if we have more time what we'll do is, we'll do some more. I have to say that I am the person in my office that when people are needing an activity for something, they always go to me. And for some reason I think of them.

So let's continue. But these are great. And I have to tell you, I wasn't sure if that activity would work or not. But it [AUDIO OUT] seems to have worked. Let me share my screen again. Excellent. So we're going to move on.



So engaging partners, right? Well, this is really hard in the time of COVID. And why would somebody do this, right? And it's the lifeblood of coalitions is to engage your members but also be engaging in people who are outside your coalition.

And in the time of COVID, it may not feel like a good time. So here's my question. This is a fun question. And I'm going to stop sharing. And we can look at the chat.

If you could invite anybody to your coalition in the world, who would you invite? You can have this person. They're going to work for you. Who would you have? Michelle Obama? Who would you have? Barack Obama?

Who else would you have? You could have anybody in the world? Oprah? Joe Biden? I heard somebody once say, Churchill.

I mean, you can bring people back from the dead for this exercise. [INAUDIBLE] Leonardo, Nimoy, Ellen DeGeneres, Jesus-- yeah! It's just a fun activity. If you could have anybody, right? So the sky's the limit. The reality is, we can't have anybody. But we can-- Jimmy Fallon, Leslie-- I think that's Knope.

So we can't have everybody. But we could probably have anybody who is in our community. So thinking about, why are we thinking about this now in the time of COVID?

So one thing is, it's a good-- especially if-- and we had some people who said, it was slow. It was difficult to get people to engage. And if you're looking for something for people to engage in that's really concrete, where they can think about this and create a plan, it's not bad timing in order to think about your partners, and your partnerships, and your membership.

And so you can create the opportunities for the existing members. It's an opportunity to talk to key stakeholders. And I think earlier people talked about the fact that, I can just get on the phone with somebody. I don't have a schedule. I don't to go their office. It's not a big deal for that person because they're just picking up the phone or getting in a Zoom call.

So the opportunity to talk with people you may not have or have wanted to talk to in your community, is really great because it reduces some of those barriers. And it also, the other thing you can do, is gather input on new and emerging issues. So let's say, it was about medical disposal. Or let's say, it's around vaping.

There is some issue that's emerging in your community. And you want to get a lay of the land. It's a really good opportunity to go out, and one of the reasons you can say that you are talking to people is, this is a new emerging



issue. This is who we are. And we would really like to find out what your opinion is.

So the pandemic actually is not a bad time to be thinking about new membership. And what I'm going to show you is some techniques. So the first thing that you need to do is identify potential partners. Now, why I'm showing you this is these charts work great in a virtual setting.

And if you're doing any kind of planning, putting the information together, having a chart, and then having people brainstorm so they can see it, it's concrete. It's interactive. And it really keeps the information together for yourself.

So one of the things you can do is just review the goals and action plan that you already have. And just ask the question, who could assist with implementing and sustaining these issues. So you would have your work goals, your current partners.

And then the group would say, who are the gaps in the, related to the goals? And who are the potential new partners? So it's a way of doing that brainstorming in an interactive fun kind of way. So that's one technique, which is based on, what's the work that we're doing.

Another technique is examined partnership from a health equity lens. So from a health equity lens, it's around who does not have a seat at our table who really should. What are the negative social determinants of health, whether it's discrimination or economics, or housing?

What exists in our community? And is that something that we should be paying attention to? And who should we be including and talking to when we're talking about this? Are these organizations or individuals that can provide insight into these health inequities?

So another way of looking at this is from the health equity lens, which is a really kind of interesting-- given what's going on in our country, I think this is something that is of great interest to people. It's a way of engaging your coalition. And it's a way of beginning to tackle some of the health equity, racial equity kinds of questions. around--

ANN SCHENSKY: Carol?

CAROL OLIVER: --who-- yes.

ANN SCHENSKY: I'm sorry, I don't mean to interrupt you. But your slides are not showing.

CAROL OLIVER: Oh! Well that's terrible.



[LAUGHING]

ANN SCHENSKY: There we go--

CAROL OLIVER: Sorry about that guys. OK. Oh, so let me go-- did, the first one didn't show. OK, let me back up. So this is the first one. This is the chart. So work plan goal, your current partners, gap for the partners, and then, potential new stakeholders.

So this is just one way of doing it. You can do any kind of chart. What I find is charts are really great in virtual meetings. So that's what that looks like.

And then the second one, which is you can look at partnership development from a health equity lens. And so who has a seat, who does not have a seat at the table. But sometimes I think that's where we stop, right? We say, who's not from a diversity perspective. But we don't go that further place to say, what is health equity look like?

And what does it look like in relationship to what we're working on? The truth is, there are health inequities when it comes to substance abuse and substance abuse treatment. And there are populations that are more at risk than other populations who are experiencing some of the negative social determinants of health. So this takes that who is not sitting at the table to a deeper level.

And then are there organizations that can help you understand health inequities? When I was doing work in Salem, it turned out that one of the great-- there was a nonprofit and they were doing economic development with low income families. And they just had a wealth of information and taught us all kinds of things that we had no idea about in reference to the population. And then we were able to also partner with them because they really knew what they were doing.

So who are the people who really know about this? And can you partner with them? And are they a potential partner? So this is another way that you can look at identifying potential partners.

And again, you can either, virtual meeting wise, you could have each one of these. Or you could have questions on a slide and have room for people answering the questions. You could put people in small groups and have them think about the question. And then, have them come and report out on what they're finding. This way of thinking about it works really, really good if you want to generate interesting discussion within your group.

OK. And this one. So this one is the really-- this is the really practical way of doing it. And this particular one worked very well for new coalitions. And it also worked well for coalitions that have slowed down a lot and have lost membership. Right?



And I often think of coalitions as a wheel. And the wheel is going to spin. And the people most interested, most aware in the center, they're going to be the people who come on board first. Then we've got the people who are aware but less interested. And then we've got the uninterested.

And the more I can get the circles to go faster, by what we do, by reputation, by increasing our membership, the more the people on the outside are going to want to come into the coalition. The other thing you can do with this which is really fun is, you could actually use this graphic. You could put it on a piece of paper. And you could then use the Annotate. And you could have people write down for each one of these, who's directly impacted.

Do we have them here? Who is aware, but uninterested? And you could do a mind map with your membership in helping to think these things through where people could actually see the results in time. So those are three ways of identifying potential stakeholders.

OK. So before I go onto that, anything else that all of you have and identified, anything that you [AUDIO OUT] have as a strategy when you're trying to identify stakeholders, that I haven't talked about? Anybody want to share anything? It's OK if you don't. I do encourage you to think about this. Because it would, especially if your coalition is slow, it would make for a very interesting topic.

We're going to now switch to outreaching. So we've identified our new partners. And we've interacted with the coalition. Now we've got an outreach to these new members or partners.

So using your Annotate tool and left is strongly dislike. And the right is love it. Place where your feeling about outreaching. How comfortable are you in outreaching to new members or partners? Is this something you really like to do or it's like, well, this is not really my thing?

ANN SCHENSKY: Carol, we need your slides up.

CAROL OLIVER: Ah, sorry. I'm being a bad presenter. Sorry, guys. Sorry, sorry, sorry. OK, now you can see it. So how do you feel about outreaching to new members?

Do you really, it's not your thing? Or do you love it? But where do you fall? We'll get a sense where different members fall. Yep.

We have people around the gamut, which is really, really interesting. And I think this is true about, in whether it's the staff, or whether it's a coalition, people have different comfort levels in outreaching to new members and partners. And one of the things to think about is taking that into consideration. About who really loves it and who it's not their cup of tea.



Because you can arrange it in such a way that the people who really love it, are the people who are doing the outreach. And the people who don't like it as much, are doing other things to support that effort as well. And this is actually a really fun activity that you can also do with your coalition as well.

So I'm going to get rid of the writing. OK. So here's how you prepare for the potential partner. Learn about your potential partner. So everything that you can learn about them and so social media, LinkedIn, reports, somebody who knows that particular partner.

If the partner has a different culture than you-- so let's say, you're really interested in getting the police on board. And you don't have a strong relationship with them. Learning about the partners, learning about what is the law enforcement culture looks like. What is that? What does that look like? And do I know anybody in that culture that can explain it to me so I can have an understanding?

Reviewing the past media presence. Knowing if there is anything political that's been going on with that organization that you should know about. Or getting a sense of what that organization's priorities might be.

And again, so for outreach, it may be that there's some people who are doing the actual ask. But it may be that there are other group of people who don't like to do the ask, but that they love to do the homework. And they like to get a sense of what's going on. And then that's their role.

Using existing members and partners to gain information. And being judicious with whom you first approach. So this is also true when people do job search, right?

And so if you really are interested in a partner and you want to feel them out, I don't want to go to the person I'm eventually going to ask. I want to find out somebody else who might be able to give me information. So that when I talk to my real contact, I will be a really informed person. So these are all techniques that you can do in getting a sense of your partner. And I think the more information you have, because this is very strategic, the better your experience will be.

This as another tool that you can use and as an analysis tool. So you have your potential new partner. You have what are the gaps that that partner is filling.

Why do you want that partner? What's the other value that they add to your group? And what's the added value for the partner? These are really, really important questions.

And so let's say, the potential new partner is the faith community. The resource or the gap fill, it may be that they have an ability to reach part of the



community that is not engaged with the school or other parts. Or they may have access to a group with youth in the community that you can tap into outside of the school.

And other value added, they may also have space that work. Because in my-- I've always found the faith community has some great space. And there may be some natural connection between the mission that they have and the mission that you're doing. So there's some overlap. And then what's their value added for participating?

And you can do this for every single new partner. And fill this out as well. Any questions on that? Pretty straightforward. OK, I'm just going to check the chat.

For identifying attending other community members and very comfortable approaching-- for identifying tending-- Yeah, so attend other people's meetings. Right? And be very comfortable when you're approaching them.

I think that's the other thing too, right? And in the world this is another reason why it's a positive. In the world of everybody virtual, you joining a meeting, they're hardly going to know you're there, right? It's not like this new person walking in the door. So the likelihood that you'll get invited to go to a meeting, or it won't be difficult for somebody-- it's much higher and easier in this time of when we're all doing things virtually.

So I'm going to move this so I can see. So preparing to recruit. So building the relationship. So find a mutual contact.

My sister has this saying that everybody is six degrees of separation away from the president. I've never found that. And I'm waiting for her to prove it to me. But anyway, that's her saying.

And so find a mutual contract who can give introductions. Initiate a formal chat on Zoom. Connect with their social media. Just connect with their Facebook page or LinkedIn page and see what they post. And what other people said too, suggest attending another meeting.

So all of these are potential things that you can do. And I'm sure have done, right? Everything that I'm saying is not rocket science and many of you are probably already doing a lot of these. OK.

So [AUDIO OUT] something you always try to communicate about your coalition. So when you're talking to other people about your coalition, what is something that you always try to communicate? You can put it in the Annotate tool in there. Or you can also put it in the message. Either one will work.

That what's something that you always try to communicate? Let's see, I'm sure people are thinking. Ah! Purpose! Fantastic. Purpose, so what's the purpose of your group?



Other things that you-- team use strengths and weaknesses. So you try to promote the teamwork that you use. Value and mission-- value, purpose for all the importance of our mission. These are great. I'm going to have to move this.

We work for smoke-free air for all workers. Oh, yeah! So we work for smoke-free air for all workers, which is a really catchy slogan. And people can remember it. Drug prevention is anything that promotes wellness, so everyone belongs to our group. That's fantastic.

Our strength is in our member interests. These are great slogans. You can get involved as much as you want. Which is fantastic. Let's see, I just want to make sure I'm not missing any.

Networking-- these are great. Oh, the work of the collective amplifies the work of the individual. I love that. I love these catchphrases. Human rights for human rights. These are great. These are fantastic.

ANN SCHENSKY: There's a couple too on chat. Carol.

CAROL OLIVER: Yeah.

ANN SCHENSKY: How agencies in our community collaborate together. Or, it takes a community to keep a community healthy.

CAROL OLIVER: That's fantastic. I love that. I want to steal that--

ANN SCHENSKY: Youth work to make their own decisions, if given all the information.

CAROL OLIVER: These are great. These are all really, really great. And what I want you to do is remember these, because we're going to talk about messaging in a second. And we can run these through what the advice is for messaging.

So [AUDIO OUT] have to clear the board. OK. Whoop. So, be brief. And be clear. And everything that you all show me, was really brief and really clear. Like Nike's, just do it. It's something that people remember.

Customize it for your specific partner. And this is where the homework comes in, right? [AUDIO OUT] you know the value added for the partner, you're going to add that into your speech. If you know that they have a particular mission. If you know that the CO is really invested in a particular topic, right?

All those things you're going to add into the potential elevator speech. Making a compelling call to action. So all of this is nice, but what am I going to have them do?



Am I going to have them meet with me for lunch? Am I going to have them join a meeting? Am I going to meet with them with some of their staff? What is the action that I want them to-- do I want them to network with us in the future?

Do I want them to help us advertise what we do? Do I want to get free space from them when we have large community events? So what's the compelling call to action that you're going to ask this person? And again, you would think ahead of time. Extend an invite to the person that you want to convene with to continue the conversation.

And so the elevator speech, some elevator speech are like, this is who we are. And some elevator speech are, this is who we are. And this is what I wanted to do with you.

And why I want you to care about this. And what I want to do with you. And both are good.

The other thing, I had a colleague of mine who did coalition work for years. She trained everyone in her coalition to do an elevator speech. I mean, the police chief could do the elevator speech. The superintendent could do the elevator speech. Parents could do the-- so anytime anybody was anywhere and the group came up or something about the group, that person could launch into the elevator speech.

And she had all of these champions and ambassadors all over the community letting people know what it was doing. Which I always thought was just a really smart idea. Everyone does better when everyone does better.

Oh, I like that. You want to make their own decisions if you give them all the information. That's great.

So here is another one. So what do you not want in an elevator speech? Whoops. So what do you not want? So I have spent too much time talking about yourself. That has happened.

Use jargon the person won't understand. What else do you not want in an elevator speech? If somebody came to you and they were pitching you or telling you, what is something that you don't want?

While people are thinking about that-- being vague. Being vague about who will take the next step. Right? Don't talk about the coalition's needs and deficits right now, right? That's a great one.

The other thing about using jargon is talk to somebody outside your field. So I had to go to an event. And I said give this elevator speech about a project I was working on.



And I talked to a family member. And they didn't know anything about what I did. And I think this is particularly true about prevention.

It's really hard to describe [AUDIO OUT] right? And to have people understand it clearly and succinctly. And I ran it by her. And she was able to change so many words--

[VIDEO PLAYBACK]

- With the shutdown nobody out there is working. And I assume all the union workers out there are pretty pissed off that they're not working. Thanks to the idiotic Democratic--

AUDIENCE: Ah, somebody busted in on ours. Somebody's-- yeah, we got somebody's spoofing on the meeting I think.

[LAUGHING]

It wasn't me. Wasn't me.

CAROL OLIVER: Yeah. OK, well, we had a little political commentary on the meeting. OK.

AUDIENCE: At least no one drew any, like genitals on the screen or anything.

ANN SCHENSKY: So Carol--

CAROL OLIVER: That's true.

ANN SCHENSKY: Carol, I'm thinking maybe he was giving an example of what you shouldn't say when you're--

[LAUGHING]

CAROL OLIVER: Oh, yeah!

[INTERPOSING VOICES]

CAROL OLIVER: --politics.

AUDIENCE: That make sense.

[INTERPOSING VOICES]

AUDIENCE: --to that interruption.

AUDIENCE: OK.



ANN SCHENSKY: The other-- there is, there is--

CAROL OLIVER: --serious.

ANN SCHENSKY: Yeah, one more that off topic reasons, one of the things that you shouldn't say is like, off-topic reasons why. For example, if you work with youth, talk about youth, not adult programming. One of the things that you don't do in an elevator pitch.

CAROL OLIVER: Exactly. The other thing about elevator's pitches, and I have learned this from personal experience, is I was in a meeting with a woman who had an amazing elevator speech about her program. And it really made me reflect on my elevator speech. And I was like, mine is not just not nearly as good as hers. And I went back and I really worked on it. And worked on it, and worked on it to get it in a better shape.

And at my company we did this thing, which was like Shark Tank but for new ideas. And so people could pitch new ideas. And they had to do a pitch, like an elevator pitch, about their concept.

And they got training on this for weeks. And they said they learned so much. But that it took a lot more to get a good elevator speech than what they realized.

And I think that's my takeaway too is, continue to work on your elevator speech. Run it by other people. Because it's really what, it's the messages that you're giving about your organization. And you all have some amazing, great sayings and quotes.

Asking for a quick answer from the audience. Yeah, putting the person on the spot, right? Anybody who feels put on the spot or they feel like you're asking something for them.

There's also a piece about asking too soon. You have to feel out that particular person. So I think all of these are really, really great.

Allow them time to consider and ask questions. Don't expect an immediate response. I think they just accidentally unmuted. Oh, [LAUGHS] it was their radio.

OK. So we're going to erase these. Thank you. You guys have great answers. This is why I love doing coalition work. Because everyone is a learner. Everyone is an expert.

The other thing that you need to do is figure out what your approach is. And [AUDIO OUT] just ask somebody in person. But now, do you want to contact them on social media and LinkedIn with them first? I have a colleague who really likes that approach.



Do you want to do an email introduction? Do you want a mutual colleague introduction? Do you want to ask for a one-on-one meeting? Do you want an invitation to a relevant event? Do you want meeting for coffee?

So there's lots and lots of different ways of doing this. And neither is right or wrong. It's a combination of what you're comfortable with and what you think will work best for the person based on what you've learned about them.

If somebody knows them and they say, that person never gets on LinkedIn. Then that's not the way to go. Or, that person get somebody so much email. I would phone call. Or, I would if I would invite them via phone.

But this is where it's sort of, doing your homework really comes in. Because what you want to do is, you want to have enough information so you do a really good pitch. So that that pitch pays off. And then, they will be able to do what you would like to do.

Sometimes what people do is they send someone an email saying, you're this group. And we'd like you to join our group. And the ask is just not customized enough.

And so the best thing about bringing in new partners, is the more customized your approach, the more likelihood is that you're going to be able to bring in these people. Does anyone still write introductory letters? Let's see. I don't know.

I know that I write introductory letters [AUDIO OUT] other people. I like to be pushy and ask them to be a guest speaker-- oh, that's really smart-- for their organization at a coalition meeting. And then ask to continue coming after they present. But see, this is, that's a great idea. So [AUDIO OUT] that she still does introductory letters.

Now when I do introductory letters, there's a writer that I have at work. And I have her look at what I do, because she's a better writer. And she writes more picky than I do. And her introductory letter looks better than mine. And they get a better response.

And that's the other thing is, if writing isn't your thing and somebody else-- and have somebody who is the best writer in the group-- who is really good at doing picky kinds of things that are interesting. Have them write it.

Churches still seem to be a good target for good old snail mail in our area. Yeah, I think that's a great point. I write interim letters, many people need that visual to refer to. But I follow up with a phone call.

I think that's great. And here's the thing, it's not one solution, right? It's not one answer. It's multiple approaches. And you may need multiple approaches.



And it may take a little time for certain groups who may be less interested and that's [AUDIO OUT] Success is not necessarily measured with just, did they come to your meeting or not. They can be measured with, did they pick up the phone. [LAUGHS]

They picked up the phone this time. Next time can I get them to meet me? Or can I get them to show up at a meeting?

Like with [AUDIO OUT] building partnerships and relationships with people who are the best I know at doing this. They set these small little achievements for themselves. Because with some partners it's just a longer process. And don't give up too early. And have faith that you'll be able to get them on board.

Anything else in reference to the recruitment approach? All right. OK. So any additional ideas? I think I just did this. I did it informally. But if anybody has any additional ideas, I've left space for it.

And I'm having trouble getting my-- OK. So that is where we are. So we're going to go into closing. And so here's what we talked about today, which was taking stock of your coalition, virtual techniques, engaging new people, and organizing in a virtual world. That's what we talked about. Are there any remaining questions that anybody has that you would like the group to answer or me to answer?

AUDIENCE: I have one, if I may ask.

CAROL OLIVER: Please.

AUDIENCE: OK, my name is Renee. And the question that I have is, what are some ideas to recruit people to-- I don't know the right terminology-- but to be your basis? So we used to have a thriving coalition. And over the years, it really is down to me. And me is getting tired of doing everything.

And I don't know how to-- I don't even know where to begin to recruit people to want to be president, vice president. I mean, I have infrastructure. We're a 501(c)3. We're a registered nonprofit. We're all of these things.

But the big people, the police people-- I've met with them. They all loved the idea. The organizations, they all loved the idea. But I can't get one person to say, hey, I'll join forces with you. I'll do the grunt work. How do you start with that?

CAROL OLIVER: So I think this is the piece too. I did this at the last session that we had, which is in the beginning, unfortunately, the staff has a lot more work. It's just the way that it is, right?



But then over time, as you bring members on, they're more comfortable. They get a sense of what the group is about, the mission, the vision. They should take on new roles.

One of the things that occurs to me that makes me wonder, how many people do you currently have? Do you have like a core group?

AUDIENCE: Me. We have me. And I have four women I have begged to help me. And then I reach out to different people and say, are there any grants to do anything.

And I just got a grant for a risk and resource. And that person is also doing the risk and resource. And now she's doing a risk and gap. I'm involved in some research project. But it's really, it's just me.

CAROL OLIVER: It's just you. So one of the other techniques that I have seen is to invite someone, so whether it's the police chief or it's, if you're in a college town it's some dean. But invite someone to say, I would like you to co-chair this with me.

This is what I want to do. This is what I think we can do. And I would-- a principal, a head of a youth organization, the head of the faith community-- have one or two people co-facilitate this with you.

And what you're gaining from them is their credibility. And what you can say to them is, I want to get this off the ground. I need your credibility. We'll do the work, but as we get members to come on board, I will need you less and less. So their participation is time limited.

And that might bring you some of the credibility that you need to get the thing-- it's like you need to start the ball rolling. So I've seen that. The other thing is you could also bring those four women and anybody else and say we want to be a startup team. So we're going to take the first whatever and start this group up and take actions to do that.

So there are things like that you can do. But it's a difficult situation to be in.

AUDIENCE: Thank you.

ANN SCHENSKY: There's a couple-- Carol. Sorry, there's a couple suggestions on chat. One is do any of them need you to sit on a board with them? Perhaps, you could ask to support each other's efforts. So to jump in there.

Another is, if there's a senior citizen group or initiative, this can be a good group to contact for volunteers.

CAROL OLIVER: That's great.



ANN SCHENSKY: And Heather says, all of my executive committee members have their own coalitions, child abuse and neglect jury courts. And she attends their leadership meetings as well.

AUDIENCE: Thank you for those ideas. I really appreciate it.

CAROL OLIVER: Of course. All right, well, thanks again. This is why I love coalitions, because everybody is the expert and everyone's the learner. So we've got to more messages.

Make a flyer and share it on social media and at public places like the library, inviting folks to a meeting or an event. Yeah. I think the other thing to think through is the piece about, what do you-- just being clear of what, when people are getting there what you want from people. And there's always this chicken and egg with doing a coalition. Because you want the coalition itself to define itself. But for people to come and be a part of the coalition, they need to understand what they're getting into. And there's a little bit of this chicken and egg.

But I think if you also make it a little concrete with people I think that can be-- not that you're not-- that can be helpful as well. All right. Well, thanks for asking the question. And thanks, everybody who was able to respond. And I am going to turn it over to Ann, I think.

ANN SCHENSKY: Thank you. Yes, if we can switch sharing screens. Fantastic. Thank you. Like I said in the beginning, we have to collect evaluations. So if you would all be so kind as to-- I'm trying to get back to where I am. This is the problem when you have too many screens open.

[LAUGHING]

Is that I need to find the one that I need to give you. OK. So it's just a very quick-- share my screen. There we go.

So you can just put your phone up to that link. And it will take you directly to a survey. Or if that isn't something that works for you, I will send out the survey link to everyone on the presentation today.

So I would just give you-- ask that you take just a couple of minutes. It's literally like eight questions. So it doesn't take very long at all.

And I want to, again, thank Carol for her time and all of you. And we hope to be able to do many more presentations together.

CAROL OLIVER: Thanks, everybody. And best of luck with all your coalitions.

ANN SCHENSKY: Thanks, everybody.



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