2024 Northwest Prevention Leadership Academy
Session #2 Prep Packet Contents and Instructions

Please review the following materials prior to Session #2 on September 3, 2024.

This prep packet includes the following:
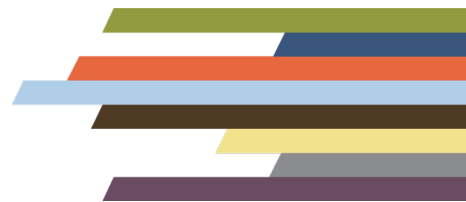
LS Principles

The Strengths Inventory

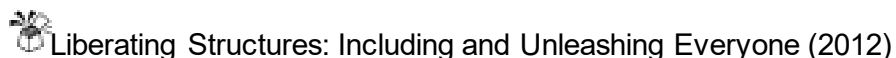Using the SDS to Promote Strong Coalitions

The Social Development Model

Leadership Resources

The Six Elements of Effective Coalitions

Liberating Structures: Including and Unleashing Everyone (2012)

LS Principles

LS principles guide our behavior as we decide that we belong together.

The ten leadership **Principles** below (in the left column) highlight what becomes possible when LS are used to structure everyday interactions. Principles are rules governing how we can choose to relate to others. They are statements of our beliefs about what helps create great organizations. Everyday interactions mean meetings, one on-one conversations, change initiatives, and interactions with clients. Through thrills and spills of transforming change, we try to live by them.

We define principles as rules governing how we choose to relate to others and statements of our beliefs about what helps create great organizations.

In the middle column are statements about what is often valued but not often practiced because conventional structures make it too difficult. We call the statements *Must Do's* to emphasize they guide action and behavior. We call the values *espoused* because we frequently find, in our fieldwork, a gap between what is said and what is done. (We have come to believe people wish to but simply do not know *how to* productively include and unleash everyone.) Using Liberating Structures makes it relatively easy and practical to start living this principle more fully.
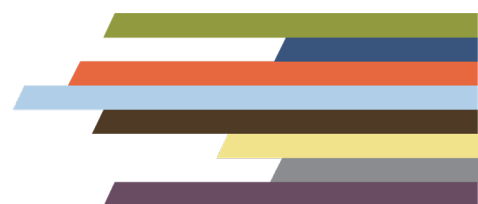
In the right column are statements describing common behaviors and practices. We call the statements *Must Not Do's* to emphasize that they stifle inclusion, trust, and innovation. We characterize them as unnoticed or *autopilot* because they are often unexamined habits—so familiar that they are easily overlooked. (If they are noticed, it is by people who are excluded through their practice). Using Liberating Structures makes it relatively easy and practical to stop these behaviors.
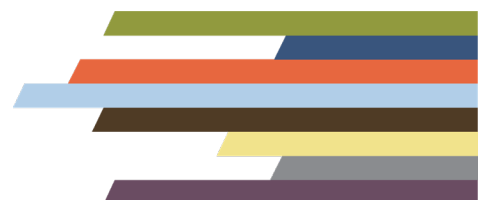
Keith McCandless & Henri Lipmanowicz http://www.liberatingstructures.com

LS Principles Table:

| Principle When LS are part of everyday interactions, it is possible to:	Must Do's Often valued & espoused but not often practiced. LS make it possible to START or AMPLIFY these practices.	Must NOT Do's Often unnoticed, or "autopilot" behaviors. LS make it possible to STOP or REDUCE these practices.
1. Include and Unleash Everyone	Invite everyone touched by a challenge to share possible solutions or invent new approaches together. Actively reach across levels, beyond the usual suspects.	Appoint a few to design an "elegant solution" and then tell all others to implement it after the fact. Confront resistance with hours of PPT presentations. Force buy-in. Separate deciders from doers.

2. Practice Deep Respect for People and Local Solutions	Engage people *doing the work & familiar* with the local context. Trust and unleash their collective expertise and inventiveness to solve complex challenges. Let go of the compulsion to control.	Import *best practices*, drive *buy-in*, or assume people need more training. Privilege experts and computer systems over local people and know-how.
3. Build Trust As You Go	Cultivate a trusting group climate where speaking the truth is valued and shared ownership is the goal. Sift ideas & make decisions using input from everyone. Practice "nothing about me without me." Be a leader and a follower.	Over-help or over-control the work of others. Praise and pretend to follow the ideas of colleagues. Indirectly, respond to ideas from others with cynicism, ridicule, criticism, or punishment.
4. Learn by Failing Forward	Debrief every step. Make it safe to speak up. Discover positive variation. Include and unleash clients as you innovate. Take small risks quickly, reducing time between iterations.	Focus on doing and deciding. Avoid difficult conversations and gloss over failures. Punish risk-takers when unknowable surprises pop-up.
5. Practice Self Discovery Within A Group	Engage groups to the maximum degree in discovering solutions on their own. Increase diversity to spur creativity, broaden potential solutions and enrich peer-to-peer learning. Encourage experiments on multiple tracks.	Impose solutions from the top. Let experts "educate" and tell people what to do. Assume that people resist change no matter what. Substitute laminated signs for conversation. Exclude front line people from innovating.
6. Amplify Freedom AND Responsibility	Specify minimum constraints and let go of over-control. Use the power of invitation. Privilege fast experiments over playing it safe. Track progress rigorously and feed back results to all. Invite the frontline to create local performance metrics. Celebrate mistakes as sources of progress.	Unleash people without structure such as a clear purpose or minimum specifications. Let rules and procedures stifle initiative. Ignore the value of people understanding how their work affects one another. Keep frontline staff in the dark about group performance data.
7. Emphasize Possibilities: Believe Before You See	Expose what is working well. Focus on what can be accomplished now with the imagination and materials at hand. Take the next steps that lead to the edge of creativity and renewal.	Focus on what's wrong. Wait for all the barriers to come down or ideal conditions to emerge. Work on changing *the whole system* all at once.
8. Invite Creative Destruction To Enable Innovation	Convene conversations about what is keeping people from working on the essence of their work. Remove the barriers even when it feels like heresy. Make it easy for people to deal with their fears.	Avoid or delay stopping the behaviors, practices and policies that are revealed as barriers. Assume obstacles don't matter or can't be removed.
9. Engage In Seriously Playful Curiosity	Stir things up – with levity, paradoxical questions, and improv – to spark a deep exploration of current practices and	Keep it simple by deciding in advance what the solutions should be. Control all conversations. Ask

	latent innovations. Make working together both demanding and inviting.	only closed *yes* or *no* questions. Make working together feel like drudgery.
10. Never Start Without a Clear Purpose	Dig deep for what is important and meaningful to you and to others. Use *9 Whys* routinely. Take time to include everyone in crafting an unambiguous statement of the deepest need for your work.	Maintain ambiguity by using jargon. Substitute a safe short-term goal or means-to-an-end for a bold reason to exist or a deep need. Impose your purpose on others.
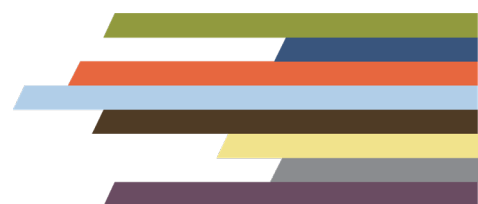
The Strengths Inventory

Being a strong leader becomes increasingly important as you need to motivate others to continue to take steps toward accomplishing your plan and reaching your community's goals and vision. This inventory is designed to help you understand your own leadership better and help you identify areas where you are strong and where you might want to grow. It is based on the work we have done in the past and the five practices of exemplary leadership. Despite differences in culture, gender, age, and other variables, the "Personal Best" stories of leaders revealed similar patterns of behavior. In fact, when leaders are at their personal best there are five core common practices: they *Model the Way*, *Inspire a Shared Vision, Challenge the Process, Enable Others to Act,* and last but certainly not least, they *Encourage the Heart*. We have identified key areas that are characteristic of strong prevention leaders. Each of these areas is reflected in the set of 30 questions that follow.
Answer the items below and assess your strengths in each key leadership practice.

The Five Practices Include:

1. Enabling Others to Act
Prevention Leaders foster a spirit of collaboration and a sense of "we are all in this together". This spirit of team work requires everyone to bring their best selves forward to achieve a higher purpose. Leaders understand that mutual respect is what sustains extraordinary efforts: they strive to create an environment of trust and human dignity. They strengthen others, providing opportunities for each person to meaningfully contribute their skills and talents.

2. Challenging the Process
Prevention leaders look for opportunities to change the status quo. They look for innovative and evidence-based ways to create conditions in order to promote well-being, community wide. This takes creative problem solving and looking at problems from different perspectives. This are also open to new ways of thinking.

3. Inspiring a Shared Vision
Leaders passionately believe they can make a difference in the community. They envision the future, creating a unique and ideal image of what the community can become. Prevention leaders communicate their shared vision of healthy beliefs and clear standards in the community. Through their magnetism and persuasion leaders enlist others into this shared vision. They breathe life into their vison and get people and key leaders to see possibilities for the future.

4. Modeling the Way
Because the prospect of complex and systemic change can overwhelm people and stifle action, prevention leaders model the way. Prevention leaders create standards of excellence and then set an example for others to follow. They set interim goals so people can achieve small wins.

5. Encouraging the Heart
Accomplishing extraordinary things in a community takes hard work. To keep hope and determination alive, prevention leaders recognize contributions that individuals make and publicly acknowledge successes. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments! They make people feel like heroes!

Determining My Leadership Strengths

Please rate yourself in the space below using the following rating scale:

1	2	3	4	5
Rarely or Seldom	Once in a while	Sometimes	Frequently	Very Frequently

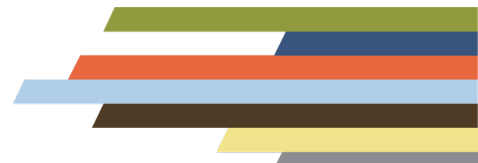|	Rating
1. I actively listen to diverse points of view.	
2. I discuss in specific terms who is responsible for achieving targets of our action plan.	
3. I actively engage the input of others in the development of community action plans.	
4. I treat others with dignity and respect.	
5. I am effective at leading a team to create multi-year goals with specific, clear action plans.	
6. I provide opportunities for others to take on leadership responsibilities.	
Score for Enabling Others to Act: Add ratings for #1-6 then divide by 6	
7. I create an environment where creativity and innovation are encouraged.	
8. I seek differing perspectives when solving problems.	
9. I get others to look at problems from many different angles.	
10. I suggest new ways of looking at how to complete tasks.	
11. I leverage conflict by building common interests.	
12. I look for ways to develop and challenge my skills and abilities	
Score for Challenging the Process: Add ratings for #6-12 then divide by 6	
13. I instill pride in others for being associated with prevention.	
14. I display a personal sense of confidence.	
15. I talk about my most important values and beliefs.	
16. I specify the importance of having a strong sense of purpose.	
17. I specify the importance of having a collective sense of mission.	
18. I follow through on the promises and commitments I make.	
Score Model the Way: Add ratings for #13-18 then divide by 6	
19. I talk optimistically about the future of our community.	
20. I articulate a compelling vision for the future.	
21. I express confidence that our goals will be achieved.	
22. I am effective in presenting to key leaders.	

1	2	3	4	5
Rarely or Seldom	**Once in a while**	**Sometimes**	**Frequently**	**Very Frequently**
23. I talk optimistically about what needs to be accomplished.				
24. I speak with passion about the higher purpose and meaning of what we are doing				
Score for Inspire A Shared Vision: Add ratings for #19-24 then divide by 6				
25. I go beyond myself for the interest of our prevention team				
26. I make it a point to publicly recognize our collective accomplishments.				
27. I encourage others as they work on activities and programs.				
28. I am effective in providing opportunities for others to be engaged in our collective work.				
29. I express appreciation for the contributions that people make.				
30. I find ways for us to celebrate individual's contributions.				
Score for Encourage the Heart: Add ratings for #25-30 then divide by 6				

Scoring Instructions

1. Total your score for each dimension and divide it by 6. This gives you your mean score for each dimension.

2. Plot your mean score for each dimension below.

3. The dots in each area approximate the mean score of leaders who take a similar assessment (adapted from the MLQ, Multifactor Leadership Questionnaire, 2004).

Leadership Assessment – Summary

1. What is your immediate reaction to viewing your strengths ratings? Why?

2. Please describe anything in your rating that is confusing or contradictory:

3. What is one behavior you want to work toward doing more frequently and what is one thing you can do now to exhibit this behavior more frequently as a leader?

Suggestions for Becoming a Better Leader

Use the space below to capture ideas to help you become a better leader.

2. **For additional information on the *Five Practices of Exemplary Leadership* explore www.leadershipchallenge.com**

Reference

Kouzes, J. & Posner, B. (2017) The Leadership Challenge, 6th Edition, American Psychological Association.

Using the SDS to Promote Strong Coalitions

Examples of how communities use the SDS to promote strong boards and connection to the CTC process:

Opportunities: Offered board members opportunities in the following areas:

- Executive committee members met monthly and began to take on more of the responsibility and leadership.
- Program observation
- Helping with our parent program by contacting parents
- Reaching out to their individual doctors and/or faith leaders to support GGC
- Developing and implementing a plan to deliver the SOaR presentation to various groups in the community at large
- Developed a SOaR presentation specific to our community
- Engage current members to interview potential new members

Skills:

- GGC work group received training in findings of SDRG focus groups on parent recruitment
- 2006 youth survey data analysis was summarized for Board members in order to evaluate CTC progress and needs.
- Training in program observation
- Speaker's bureau for SOaR presentations: training for volunteers
- Elevator speech training
- Orientation for new members to learn basic content of prevention science & CTC

Recognition:

- Held summer recognition event in appreciation to board members efforts
- Verbal recognition and tokens of appreciation at each board meeting
- Individual and personal words of thanks and appreciation to board members by the CTC Coordinator
- Gifts and formal recognition were provided to key board members for their significant role in CTC at board meetings
- Specific recognitions of individual members and workgroups on our public website
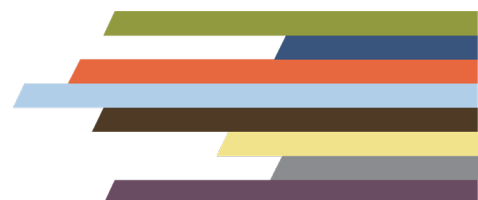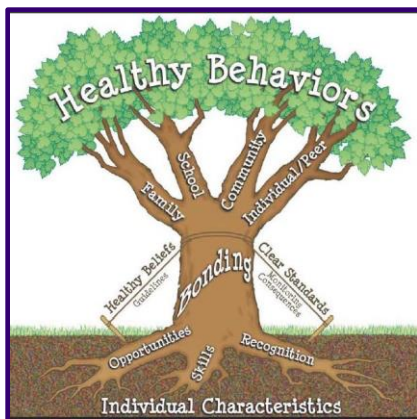
THE SOCIAL DEVELOPMENT MODEL: HEALTHY DEVELOPMENT ACROSS GENERATIONS

> **The SDM holds that providing youth with opportunities, skills, and recognition strengthens bonds that foster their success and health.**

The **Social Development Model** (SDM—also referred to as the Social Development Strategy), created by SDRG's founders, Richard F. Catalano and J. David Hawkins, is a way to **promote healthy youth development by reducing risk and increasing protection**. The model can be used by parents, schools, and communities to improve long-term well-being.

The tree diagram below is a useful illustration of the SDM. According to the model, bonding with adults has its roots in providing young people with developmentally appropriate, meaningful opportunities; skills to be successful in those opportunities; and recognition. These three lead to a strong bond that provides motivation to follow the shared beliefs and standards for positive behaviors in families, schools, the community, and peer groups.

A recent article by Catalano and colleagues summarizes outcomes, not only in an intervention group implementing the SDM, but in the next generation as well. This study adds to the evidence demonstrating how the SDM promotes long-term well-being.

The Social Development Model in Action: Raising Healthy Children

The Raising Healthy Children intervention (RHC) implements SDM constructs in the school and family environments. RHC was tested as a part of the Seattle Social Development Project in Seattle elementary schools from 1983-1989. During the elementary school period, families and schools are the most significant environments for youth socialization, and the peer environment becomes more significant for youth during this time.

The RHC Intervention

The **goal of this intervention was to strengthen children's bonds to their schools and families** in order to increase positive behavior and academic success. The RHC intervention developed opportunities, skills, recognition, and emphasized positive behaviors through:

- **Parent workshops** that provided opportunities for and reinforcement of positive involvement
- **Teacher training** in classroom management promoting positive student participation
- **Social-emotional skills** lessons taught in school

RHC simultaneously increased clear standards for positive behaviors at school and at home. Researchers believed that these elements would encourage youth to bond with their peers through positive

relationship building. They believed that, by building this foundation in elementary school, youth would see more positive, protective outcomes through middle school and beyond.

RHC Outcomes

Researchers assessed the outcomes of RHC participants through their school years and into adulthood (age 39). Compared to a comparison group not involved with the RHC intervention, the benefits continued through adulthood and included:

> **"This paper summarizes the power of a social development model–based intervention to impact not only young people, but also their children in the next generation."**
>
> **—Kevin Haggerty**
> **Director of SDRG**

- **Significantly less delinquency** and substance use, and higher academic achievement at age 18
- **Significantly lower rates of depression and anxiety** and sexually transmitted infections, and better physical health and economic outcomes at age 21
- **Significantly improved health and economic outcomes** in the 30s, when these areas increase in importance as predictors of later health and economic well-being in adulthood

The positive benefits of the intervention were stronger among African American participants, completely eliminating the disparity between Black and White young adults in income levels and rates of sexually transmitted infections.

Researchers also explored the outcomes of the children of RHC participants (the next generation) through their school years. Children of RHC participants demonstrated **significantly fewer developmental delays** in the first five years of life, as well as fewer teacher-rated child behavior problems, higher teacher-rated academic skills, and lower youth self-reported alcohol atnd drug onset between ages 6 and 18 than children of parents who did not participate in RHC.

Tested, Long–Term Results

RHC demonstrated population-level impacts on economic, health, and behavioral health outcomes well into adulthood and into the next generation. The SDM at its heart holds that providing opportunities, skills, and recognition promotes bonding and connecting to positive groups. Bonding provides the motivation to follow shared beliefs and standards for behaviors at school, home, and in the community. The body of research summarized in this article adds further evidence of the power of the SDM to promote long-term well-being. The article also highlights the power of embedding controlled tests of interventions and models within longitudinal studies, and the importance of starting prevention interventions in elementary school. The SDM is a powerful theory for developing and testing interventions. As such, it can also be **a useful model for anyone who works with young people**.

UNIVERSITY *of* WASHINGTON
SOCIAL DEVELOPMENT RESEARCH GROUP

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Some Resources for Leadership Development

Model the Way

- Model the Way in a virtual context: https://www.flashpointleadership.com/blog/the-leadership-challenge-tips-to-model-the-way
- This is a really fun one about modeling. An interesting spin on Simon Says https://www.youtube.com/watch?v=JHAYCLDCsJ8&feature=emb_logo
- Listen to Brené Brown speak on leaders modeling being vulnerable https://www.youtube.com/watch?v=hEnqV_M_Dm4
- Challenge yourself by being comfortable being uncomfortable. Give a listen to Luvie Ajyi https://www.youtube.com/watch?v=QijH4UAqGD8

Challenge the Process

- Mind Tools, "Creative Problem Solving: Finding Innovative Solutions to Challenges," https://www.mindtools.com/a2j08rt/creative-problem-solving
- The Globe and Mail, "How to Boost Your Creativity and Problem Solving Skills," https://www.theglobeandmail.com/report-on-business/careers/leadership-lab/how-to-boost-your-creativity-and-problem-solving-skills/article37092286/

Enable Others to Act

- How Great Leaders Inspire Action – Simon Sinek, https://www.youtube.com/watch?v=qp0HIF3SfI4 (18.5 minutes)
- Inc., "8 Things the Smartest Leaders Do to Motivate Their Employees," https://www.inc.com/marcel-schwantes/8-powerful-ways-to-motivate-inspire-your-employees-this-week.html
- TEDx Talks, "Let's Face It: Charisma Matters," https://www.youtube.com/watch?v=SEDvD1IICfE (16 minutes)
- Status Net, "Charismatic Leadership: The Good, Bad, and Best Practices," https://status.net/articles/charismatic-leadership/
- Why Bad Presentations Happen to Good Causes: https://www.poppov.org/wp-content/uploads/2018/03/WhyBadPresentations.pdf

Encourage the Heart

Inspirational/Motivational

- Steve Jobs Leadership Skills Breakdown – How to Motivate People, https://www.youtube.com/watch?v=dVLERJ5IdrA&t=179s (11.5 minutes)
- John Gottman talking about The Magic Ratio—5:1 https://www.youtube.com/watch?v=TgUixRhiF8A
- Here is and Except from Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others https://www.leadershipchallenge.com/resource/encouraging-the-heart.aspx

Personal/Professional Effectiveness

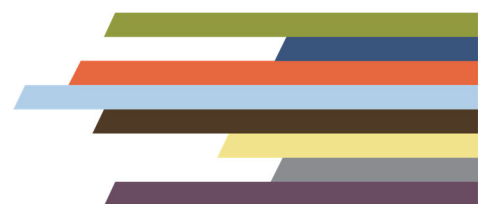- EDUCBA, "10 Best Ways to Enhance Personal Effectiveness,"
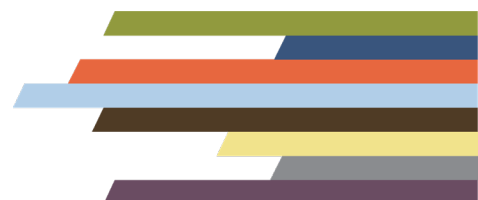
The Six Elements of Effective Coalitions

This resource is the first installment in a series, Key Elements of Effective Coalitions, which has been developed for prevention practitioners and community coalition members by the Prevention Technology Transfer Center (PTTC) Network (https://pttcnetwork.org/). The goal of this series is to provide information on key elements that research suggests are critical for coalitions to operate effectively and increase their impact on substance misuse and its consequences for individuals and communities.

This resource is not meant to be exhaustive, but instead serve as a starting place for prevention practitioners and community coalition members who are in the building and maintenance phase of a healthy coalition. Based on a large and growing body of rigorous research, there are six elements that are characteristic of effective coalitions. Future installments in this series will provide tools to help practitioners assess, monitor, and implement these elements to enhance their coalition work.

As shown in the figure below, the six elements that support an effective coalition are:

Goal-Directedness

Efficiency

Opportunities for Participation

Cohesion

Diverse Stakeholders

New Skills

These six elements work together to support a coalition's capacity to achieve desired outcomes in a community, including changes in community members' attitudes, knowledge, and skills; community policies and practices; allocation of resources; inter-organizational relationships; community norms and values. Collectively, these outcomes may be characterized as **systems transformation.**
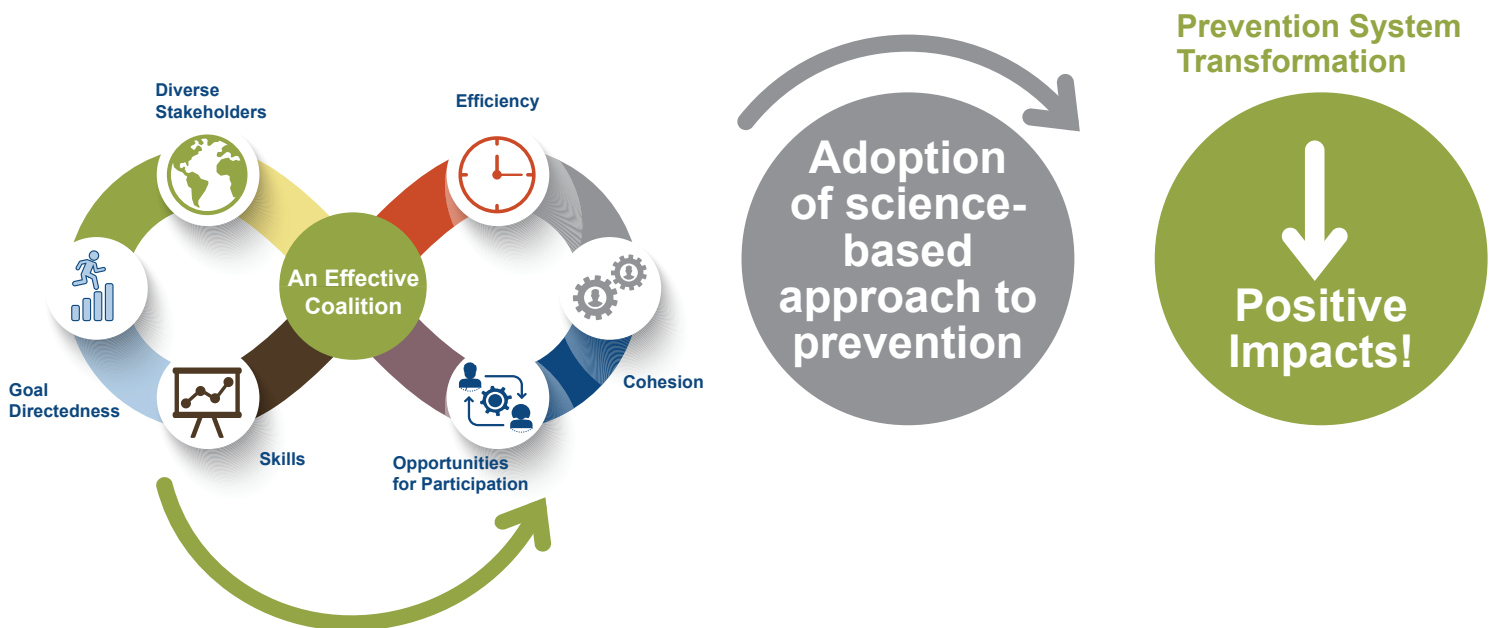
Goal-Directedness

What it is: Coalitions are not formed just for the sake of bringing people together. They are intended as vehicles for members and stakeholders to achieve a common goal or shared vision. Remaining focused on achieving this goal, or maintaining **goal-directedness**, will help the coalition deliver high-quality program implementation.[1] To work towards the coalition's overall goal there may be short-term goals that need to be met along the way.[2] Coalition members should have their goals realistic and action-oriented.[2,3]

Why it's important:
Goal-directedness is important because it is easy to be side-tracked by smaller issues or pet projects that surround the coalition's central goals, thus making task-focus a critical element in achieving goals.[1,2]

The Science behind Goal Directedness

• Brown LD, Feinberg ME, Greenberg MT. Measuring Coalition Functioning: Refining Constructs Through Factor Analysis. Heal Educ Behav. 2012;39(4):486-497. doi:10.1177/1090198111419655

• Foster-Fisherman PG, Berkowitz SL, Lounsbury DW, Jacobson S, Allen NA. Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. Am J Community Psychol. 2001;29(2):241-261.

• Spoth RL, Greenberg MT. Toward a Comprehensive Strategy for Effective Practitioner-Scientist Partnerships and Larger-Scale Community Health and Well-Being. Am J Community Psychol. 2005;35(3-4):107-126.

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Efficiency

What it is: Coalition efficiency refers to the work ethic and task focus of the coalition, and the coalition's ability to utilize its resources to deliver services in an well-organized and effective manner.[1,4]

Why it's important: People and organizations join or form coalitions to accomplish together what they cannot alone. Often coalitions are working with limited resources and require nimbleness to respond to a quick and changing timeline.

The Science behind Efficiency

• Center for Community Health and Development. Chapter 5. Choosing Strategies to Promote Community Health and Development | Section 5. Coalition Building I: Starting a Coalition | Main Section | Community Tool Box. https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coaltion/main.

Opportunities for Participation

What it is: Opportunities for participation include encouraging members to take on a variety of formal positions or roles within the coalition that are tied to their expertise, abilities and interests.

Why it's important:
• A coalition may be very successful at attracting membership, but if opportunities are not provided for members to contribute meaningfully, retention could become an issue.

- Opportunities for members to take on significant roles has been shown to create an empowering environment as well as increase the program's success.[5–8]

- Providing members with a variety of roles, not only supports the coalitions goal but also helps to build the skills and competencies of individual members.[5]

The Science behind Opportunities for Participation

- Maton KI, Salem DA. Organizational characteristics of empowering community settings: a multiple case study approach. Am J Community Psychol. 1995;23(5):631-656.
- Peterson NA, Zimmerman MA. Beyond the individual: Toward a nomological network of organizational empowerment. Am J Community Psychol. 2004;34(1-2):129-145.
- Powell KG, Gold SL, Peterson NA, Borys S, Hallcom D. Empowerment in Coalitions Targeting Underage Drinking: Differential Effects of Organizational Characteristics for Volunteers and Staff. J Soc Work Pract Addict. 2017;17(1-2):75-94. doi:10.1080/1533256X.2017.1304947
- Butterfoss FD, Goodman RM, Wandersman A. Community Coalitions for Prevention and Health Promotion: Factors Predicting Satisfaction, Participation, and Planning. Heal Educ Behav. 1996;23(1):65-79.
- Center for Community Health and Development. Chapter 5. Choosing Strategies to Promote Community Health and Development | Section 5. Coalition Building I: Starting a Coalition | Main Section | Community Tool Box.

Cohesion

What it is: Coalition cohesion can be seen at both the member-level and the organizational-level. Feelings of unity, group spirit, trust, and belonging are a few common features of a cohesive coalition.[1,9] Some also refer to cohesion as synergistic collaboration.[1,4] Cohesion among coalition members can be seen as strong interpersonal relationships, effective collaboration strategies, and increased commitment.[1]

Why it's important:
- Organizational cohesion leads to member satisfaction, commitment, and retention; implementation effectiveness; and the long term viability of the project.[2]
- A cohesive coalition has a positive work environment, where members have developed trust with each other and the ability to resolve conflicts. [2]

Resources to learn more about Cohesion

- Brown LD, Feinberg ME, Greenberg MT. Measuring Coalition Functioning: Refining Constructs Through Factor Analysis. Heal Educ Behav. 2012;39(4):486-497.
- Foster-Fishman PG, Berkowitz SL, Lounsbury DW, Jacobson S, Allen NA. Building Collaborative Capacity in Community Coalitions: A Review and Integrative Framework. Am J Community Psychol. 2001;29(2):241-261.
- Brown EC, Hawkins JD, Rhew IC, et al. Prevention System Mediation of Communities That Care Effects on Youth Outcomes. Prev Sci. 2014;15(5):623-632.
- Kegler MC, Steckler A, Mcleroy K, Malek SH. Factors That Contribute to Effective Community Health Promotion Coalitions: A Study of 10 Project ASSIST Coalitions in North Carolina. Heal Educ Behav. 1998;25(3):338-353.

Diverse Stakeholders

What it is: Coalitions that engage a diverse set of sectors in a prevention effort represent a broader group of stakeholders in the community.[10–13]

Why it's important:
• Involving stakeholders who represent targeted sectors is associated with more impactful planning and implementation of prevention strategies.
• Inclusion of diverse sectors promotes collaboration, builds stronger bridges to the target populations, pools resources and builds strategic influence.

Resources to learn more about Diverse Sectors

• Brown LD, Wells R, Jones EC, Chilenski SM. Effects of Sectoral Diversity on Community Coalition Processes and Outcomes. Prev Sci. 2017;18(5): 600-609. doi:10.1007/s11121-017-0796-y
• Shapiro VB, Oesterle S, Hawkins JD. Relating Coalition Capacity to the Adoption of Science-Based Prevention in Communities: Evidence from a Randomized Trial of Communities That Care. Am J Community Psychol. 2014;55(1-2). doi:10.1007/s10464-014-9684-9
• Wandersman A, Goodman R. Understanding Coalitions and How They Operate: An "Open Systems" Organizational Perspective.; 1993.
• Kegler MC, Swan DW. Advancing coalition theory: the effect of coalition factors on community capacity mediated by member engagement. Health Educ Res. 2012;27(4):572-584. doi:10.1093/her/cyr083

New Skills

What it is: Having a variety of opportunities for trainings and technical assistance can help build upon and refresh staff and coalition members' skills.

Why it's important:
• As a coalition builds and enhances its functioning, acquisition and fostering of new knowledge and skills among its members can increase the effectiveness of the coalition in achieving outcomes.[14]
• Opportunities for skills building and technical assistance not only improves the coalition's impact but can also promote member retention and self-efficacey .[15]
• Greater coalition accountability can come from providing appropriate trainings and lead to solid implementation of prevention strategies.[16]

Resources to learn more about New Skills

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