

Methods of Enhancing Safety Education

MESE-Student Manual

1st Edition, 1st Printing-April 1998



FEMA

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U.S. DEPARTMENT OF HOMELAND SECURITY
FEDERAL EMERGENCY MANAGEMENT AGENCY
UNITED STATES FIRE ADMINISTRATION
NATIONAL FIRE ACADEMY

FOREWORD

On March 1, 2003, the Federal Emergency Management Agency (FEMA) became part of the U.S. Department of Homeland Security. FEMA's continuing mission within the new department is to lead the effort to prepare the nation for all hazards and effectively manage federal response and recovery efforts following any national incident. FEMA also initiates proactive mitigation activities, trains first responders, and manages the National Flood Insurance Program and the U.S. Fire Administration.

FEMA's U.S. Fire Administration (USFA) serves as the agency fire protection and emergency response community expert. It is located at the National Emergency Training Center in Emmitsburg, Md., and includes the National Fire Academy and the Emergency Management Institute. The mission of the USFA is to save lives and reduce economic losses due to fire and related emergencies through research and training, public education and coordination with other federal agencies and fire protection and emergency service personnel.

To achieve the USFA's legislated mandate (under Public Law 93-498, October 29, 1974), "to advance the professional development of fire service personnel and of other persons engaged in fire prevention and control activities," the USFA's National Fire Academy offers a diverse delivery system. Courses are delivered at the Emmitsburg campus and throughout the nation in cooperation with state and local fire training organizations.

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COURSE SCHEDULE

- Module 1: Leadership in Community Safety Education
- Module 2: Gaining Internal Support for Community Education
- Module 3: Coalition Development and Maintenance

MODULE 1: LEADERSHIP IN COMMUNITY SAFETY EDUCATION

GOAL

Given an overview of an organization's community education programs and a summary of personal, organizational, and community attitudes, the students will be able to determine if community education is an institutionalized value within that organization.

OBJECTIVES

The students will:

1. *Explain the leadership elements necessary in each of the following for successful comprehensive community education.*
 - a. *Individuals involved in providing the programs.*
 - b. *Organizations involved in the programs.*
 - c. *Community in which the programs are occurring.*
 2. *Summarize the personal benefits, as related to preventing harm to the citizens of the community served, when community education is embraced as an individual responsibility of fire service, EMS, emergency management, and related service organizations.*
 3. *Summarize the benefits to an organization, as related to the quality of customer service, when community education is institutionalized within that organization.*
 4. *Summarize the benefits to a community, as related to overall community safety, health, and wellness, when community education is institutionalized within that community.*
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INTRODUCTION

This course focuses on leadership within a community, not specifically within a single organization. Community education is approached as a partnership within any given community. Leadership elements are essential in successful programs. **Success means reducing fires and injuries in a community. Community education** is more than one organization; that is, it is the sum of the efforts of all the organizations involved in any given issue, whether be it fire safety, injury prevention, disaster education, etc.

Leadership is a critical component which must be present in any successful community education initiative or program. Leadership begins with individual leaders, is nurtured in an organization, and is promoted throughout the community. This process begins with understanding the nature of leadership at each level.

OVERVIEW

The course is organized into eight modules which can be taken as one nine-day course, with the addition of a class project, or as four two-day courses. The first seven modules also are offered in the VIP curriculum as one six-day course.

Course Modules

- Module 1: Leadership in Community Safety Education.
- Module 2: Gaining Internal Support for Community Education.
- Module 3: Coalition Development and Maintenance.
- Module 4: Analyzing People, Messages, and Media.
- Module 5: Planning for Community Risks.
- Module 6: Evaluating Community Education and Sharing Results.
- Module 7: Funding and Resource Strategies in Prevention Education.
- Module 8: Community Risk Issues and Prevention Interventions.

PREVENTION APPROACHES

The purpose of this section is to identify the meaning of "community education as a value." Values determine behavior on the personal, organizational, and community levels. Successful community education requires that the value become "institutionalized."

The Three Es of Prevention

1. **Education**--Raise awareness, provide information and knowledge, and ultimately produce the desired behavior.
2. **Enforcement**--Refers to all the ways in which people are required to act to reduce injuries.

Examples include laws requiring the installation of smoke detectors and sprinkler systems; laws that require drivers to use seatbelts and bicyclists to use helmets; and regulations for the manufacture of safe toys.

3. **Engineering**--Designed to change vehicles, products, materials, and processes to make them less hazardous or to alter the environment to make it safer.

Examples include automatic shutoff switches on lawnmowers; airbags and antilock brakes for cars; smoke detectors and sprinkler systems for residential and commercial properties; flame-retardant clothing for children.

Examples of environmental modifications include fences around pools; building pedestrian and bicycle overpasses above busy streets; and installing lighting in parking lots.

Types of Preventive Interventions

Passive interventions have the following characteristics:

- Built in.
- Protect automatically.
- Require no action on the part of the individual.

- Considered the most effective way to protect those at risk and to protect the general population at the same time.
- Often require a legislative or regulatory approach directed at specific product modification.
- Emphasis on community rather than on the individual.
- Examples include adding fluoride to public water systems to prevent cavities; automobile air bags; fire-resistant clothing; and spacing of crib slats.
- Truly passive interventions are rare.

With active interventions individuals must take preventative measures each time they are confronted with a situation. They may be the only solution for a particular problem. Examples include looking both ways before crossing the street; turning pot handles inward on the stove; putting on a seatbelt; and testing bath water temperature.

In many cases a passive device, such as a helmet or smoke detector, has an active element. A bike helmet will provide protection automatically (passive) but the user must put it on his/her head (active). A smoke detector will sound an alarm automatically (passive) but requires testing and battery replacement (active). The individual has to know the sound and act accordingly (active).

Community Education Relationships

Community education involves the entire community. Each person and organization involved in community education is a part of the overall community. In most communities, there are several individuals and organizations that deal with any given injury or fire problem. Individuals and organizations must begin to realize that they are parts of the overall group working towards solving a problem. Successful community education programs require that all the parts be committed to the goals of the program. Success comes from many different organizations working together towards a common goal, i.e., the reduction of fire and injuries. Identify the community education relationships you have in your role.

Values determine behavior on a personal, organizational, and community level. It is these values held by the community that determine the behaviors exhibited towards community education. Successful community education requires that values become institutionalized as part of the culture.

COMMUNITY EDUCATION AS A VALUE

Organizational Value Defined

Many organizations involved in community education give "lip service" to the goals of community education. Generally, this is because the organization and its personnel do not embrace community education as a value. If an organization (or person) values the concept of wellness and safety, its behavior, attitude, and service will reflect those values.

An organizational value is a behavior or attitude that is displayed throughout the culture of the organization. In community education, this means that the organization and its members work toward the goals of community education, and that this commitment is part of the organizational culture.

Organizational culture is determined by the organization's values. Values guide the relationships within the organization, and the relationship of the organization with the community. Services provided to the community are a reflection of an organization's values concerning wellness and safety. Consider your organization. Summarize the importance your organization places on community education.

Institutionalized Defined

A value becomes institutionalized when, in this case, the value of community education becomes a part of the culture of the organization or community. In other words, the culture promotes the value in everyday actions and relationships. In community education, this happens when an organization's services begin to focus on prevention rather than reaction. The organization also supports community education in a substantive manner, through commitment of resources, budget, or personnel toward community education. Every organization involved in community education should strive to institutionalize community education as a cultural value. Only then will an organization truly focus its resources and services toward community education.

When institutionalization occurs, members of the organization or the community provide substantive support to community education. Members of the organization and community begin to expect organizations to promote wellness and safety through community education. Community education becomes incorporated into the organization's services and relationships.

Benefits of Valuing Community Education

When communities and organizations begin to value community education there are many benefits. Each organization expresses a value, either positive or negative, toward community education. The services provided by that organization, its relationships in the community, and the attitude and commitment of its people towards community education are the indicators of the real values possessed by the organization.

Personal Benefits

- Provides focus for activities in community education.
- Results in more directed commitment to goals of community education.
- Gives personal satisfaction as part of a team.

Organizational Benefits

- Organization becomes community-oriented.
- Organization focuses on prevention instead of response.
- Services provided have an impact on reducing fires and injuries, i.e., the services prevent harm.

Community Benefits

- Community develops a responsibility towards the wellness and safety of its citizens.
- Overall wellness and safety of the community improve.
- Effectiveness of community resources is maximized.
- Community develops a sense of purpose toward reducing fires and injuries.

COMMUNITY EDUCATION LEADERSHIP

Leadership

Leadership is more than simply the way a person acts or the things that he/she is able to accomplish. Leadership is about relationships, the way we interact with others, and the results of those interactions. Leaders are able to develop and maintain relationships that instill and maintain initiative in others to achieve a specific goal or purpose. This is accomplished as a result, or product, of the personal behavior of the leader toward the followers rather than the leader's personality traits.

A leader may be anyone who accepts the role for developing leadership relationships with others. This may be as a result of a job, a family position, or appointment to that position in a club or organization. In that context, leadership is situational and may change over time.

Transactional Leadership

Transactional leadership is leadership based on the exchange of "valued things" between the leader and the followers. For example, if a principal offered to pay a teacher a bonus of \$500 for participating in the Champion program it would be transactional leadership. In this relationship, the goal or purpose is achieved only as long as the leader provides the valued incentives to the followers. This type of leadership produces temporary results and is the least desirable form of leadership.

Transformational Leadership

Transformational leadership is leadership based on a mutually rewarding relationship between the leader and the followers. This win-win relationship results in raising the level of action, motivation, or morality of **both the leader and the follower**. Through this process, the goal or purpose is achieved because of the **merit or intrinsic value** of the goal or purpose. In a sense, both the leader and the follower work towards achieving the purpose or goal because **it is the right thing to do**. This relationship is the ideal type of relationship for creating wellness values in a community. The leaders and followers work together to achieve the immediate goal or purpose, and to ensure that it is carried forward into the future.

In contrast to the previous example, under transformational leadership the principal and teacher would work together to ensure the success of the Champion program so that the children in the community would be safer from fire and burns. Not only are the teacher and principal concerned about the success of the pilot program, but they also want the program to become institutionalized as part of the school curriculum.

Behaviors of Leaders

Leadership is a result of the behavior of the leader rather than the personality traits of the person. Some of the behaviors commonly exhibited by recognized leaders are summarized below.

- Effective leaders lead from the future rather than the past or present. They see the way things can be and then create a vision for making this reality.
- Once the leader creates a vision for change, he/she actively communicates the vision and the purpose to his/her followers. The followers clearly understand the vision and their role in achieving the vision.
- Effective leaders have an inner strength which allows them to persevere through the difficulties and obstacles they face. They have a strong passion for the vision and purpose, and that passion fuels their drive for success.
- Even though the leader is driven towards achieving the vision, he/she always acts with courage, commitment, and integrity in all relationships. Leaders are honest, they do what they say they will do, and they have the courage to make decisions.
- Effective leaders empower followers so that the followers have the skills, knowledge, and authority to complete their tasks and their roles. In fact, empowerment is an essential behavior for a leader. Without this behavior, the person is simply a manager rather than a leader.
- Making a vision a reality and instituting change both are laced with challenges and risks. The leader is willing to take chances and act rather than accept passive indecision. This doesn't mean the leader acts foolishly; the effective leader takes well-informed chances.

- Along with risks, conflict and controversy always accompany change. Effective leaders accept conflict and controversy, and are willing to discuss them. They do not shy away from conflict; rather, they deal with it and move on towards the goal or purpose.
- Effective leaders seek out feedback and criticism from followers and others with a vested interest in the goal or purpose. The leader then uses this information to guide the change process, even if it means making personal changes in behavior to achieve the goal or purpose.
- Effective leaders always keep commitments. It is critical that followers trust the leader. In other words, the followers must be confident that the leader will do what he or she says.
- Effective leaders take responsibility for success and failure, and for the results of their actions. They do not blame others; instead they make themselves accountable.
- Effective leaders respect the dignity of others. They place a high value on treating others with respect and understanding.

Followership

Leadership requires followership. One cannot exist without the other. Leadership is a relationship between a leader and the followers. It is the follower who carries out the functions and tasks required to bring the leader's vision to reality. Followership then can be defined as a role that carries out the tasks and responsibilities necessary to achieve the goals or purpose established by the leader.

Effective followership, like leadership, is based on the behavior of the follower. Some of the behaviors commonly exhibited by effective followers are summarized below.

- Effective followers exercise independent critical thinking within their role. The follower recognizes what needs to be done, uses information available to make decisions, and considers alternatives and possibilities. This frees the leader from having to be responsible for day-to-day decisions and operations.

- Similarly, effective followers self-manage their roles and assigned tasks to ensure the job gets done. Rather than supervision, the effective follower requires guidance and feedback.
- Effective followers focus on one thing--success. They, like the leader, have a passion towards the goal or purpose. Their actions focus on achieving the goal, thereby making the vision a reality.
- The key to making self-management effective is communication. Effective followers communicate frequently with the leader and with their peers. The communication provides honest feedback to the leader.
- Effective followers act with courage, with initiative, and with integrity. They have the courage to be honest and to take chances. They don't wait to act, they seize the opportunity through initiative. Their behavior is guided by moral values.
- Effective followers act with loyalty to the organization and to the vision. They create unity through their behavior. If something is wrong with the organization, they seek solutions rather than instigate dissension.
- As with leaders, effective followers take responsibility for their actions.
- Effective followers are competent professionally. Followers make professional development a priority.
- Effective followers strive to develop credibility by keeping commitments, gaining professional competence, acting with integrity, and communicating with others.

SUMMARY

Community education must become a value for individuals, organizations, and the overall community.

Distinct benefits can be derived from valuing community education.

An organization's values are apparent through its community education services, its relationships in the community, and the attitudes of its personnel. Leadership is essential for community education to be successful. This success means that the community education programs achieve their goals and reduce fires and injuries. Without leadership, community education seldom is successful.

Activity 1.1

Student Introductions/Role of Community Education

Purpose

To introduce you to one another; to define community education; to identify the purpose of community education; and to identify the role of the community educator.

Directions

1. You have been assigned to a small group of fellow students. Using an easel pad, draw a map of each group member's State, county, or local area. On the map, mark the home town/city of each group member. Next to the town, list the group member's name, organization, and job title with that organization.
2. Next, discuss and answer the question that was assigned by the instructor.

What is the definition of community education?

What is the purpose of community education?

What is the role of the community educator?

Why is the community educator important?

3. Record your answers on an easel pad.
4. Select a spokesperson to introduce each member of your group, including name, home town, organization, and job title within the organization, and to present the answer to your assigned question.
5. You have 20 minutes to complete the activity.
6. If you have any questions about leadership elements, ask the instructor.

Activity 1.2

Organizational Analysis

Purpose

To analyze an organization's overall community education effort to determine if community education is an institutionalized value.

Directions

1. Working in a small group, carefully review the information provided in the scenario(s) assigned to your group.
2. Each scenario contains information on an organization involved to some degree in community education. As a group, determine if community education is an institutionalized value of the organization described in the scenario.
3. Your decision is subjective, but you must provide justification for your decision(s).
4. Select a spokesperson to present your findings to the class.
5. You have 15 minutes to complete the activity.

Scenario 1

The organization is a fire department in a city of 60,000. The department currently sponsors the National Fire Protection Association's Learn Not to Burn™ curriculum in 20 percent of the elementary schools. The Learn Not to Burn™ program, as well as all other community education programs, is supported solely by off-duty personnel who have volunteered for the program. The community education budget for the department is \$2,000. The chief endorses the concept of community education during public speeches and interviews. Because of the lack of resources, it is becoming very difficult to find new volunteers to be involved in community education.

- Community education **is** an institutionalized value.
- Community education **is not** an institutionalized value.

Justification

Scenario 2

This organization is a county health department serving a county of 20,000 population. It has an annual budget of \$4,000 for community education, as well as a half-time public educator dedicated to injury prevention issues. The director has requested and received additional funding for community education in each of the past three years. Also, 10 volunteers in the community education program have provided 2,000 hours to the program in the past 12 months. The Health Department cosponsors injury prevention programs with the local Red Cross chapter.

- Community education **is** an institutionalized value.
- Community education **is not** an institutionalized value.

Justification

Scenario 3

This organization is an EMS provider (private ambulance company) which provides transport services for a city of 150,000. The company provides community CPR classes with on-duty crews at no cost to the citizens. Last year, the company gave a grant of \$10,000 to the local fire department in support of the department's drowning prevention program in elementary schools. Every year the company provides an ambulance and crew to present injury prevention information at four community events. The company is a member of the local Safe Kids coalition.

- Community education **is** an institutionalized value.
- Community education **is not** an institutionalized value.

Justification

Activity 1.3

Is Community Education Part of Your Culture?--Culminating Activity

Purpose

To analyze your organization and community to determine if community education is part of the culture.

Directions

1. Working individually, review the activity carefully.
2. Using your knowledge of your own organization and your community, complete the worksheet individually.
3. Be prepared to present your work to the instructor for review.
4. If you have any questions, ask the instructor as soon as possible.

Activity 1.3 (cont'd)

Worksheet

Consider your organization and your community. Based on your experiences in community education, answer the following questions. Justify your answers and give examples if possible.

1. Is community education an institutionalized value within your organization? Justify your answer.
2. Is community education an institutionalized value within your community? Justify your answer.
3. What is the attitude of your department chief or organizational administrator towards community education? Give examples to clarify your answer.

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GLOSSARY

| | |
|-----------------------------|--|
| Active Intervention | Interventions that require individuals to take preventive measures each time they are confronted with a situation. |
| Culture | Social and organizational patterns of beliefs and behavior. |
| Education | A prevention approach that raises awareness, provides information and knowledge, and ultimately produces the desired behavior. |
| Enforcement | A prevention approach that refers to all the ways in which people are required to act to reduce injuries. |
| Engineering | A prevention approach designed to change products, materials, and processes to make them less hazardous, or to alter the environment to make it safer. |
| Institutionalization | The acceptance and integration of a value or behavior into the culture of an organization. |
| Organizational Value | A behavior or attitude that is displayed throughout the culture of an organization. |
| Passive Intervention | A built-in intervention that protects automatically, requiring no action on the part of the individual. |

MODULE 2: GAINING INTERNAL SUPPORT FOR COMMUNITY EDUCATION

GOAL

Based on their own organizations, the students will be able to develop a plan for institutionalizing community education as a valued part of the organization's mission and responsibility.

OBJECTIVES

The students will:

- 1. Identify other personnel within the organization with a responsibility for community education.*
 - 2. Summarize to other personnel within the organization the benefits of participating in community education.*
 - 3. Explain methods for motivating other personnel to participate in community education.*
 - 4. Explain the process necessary to institutionalize community education within an organization.*
 - 5. Develop a plan for creating change regarding community education.*
-

INTRODUCTION

While everyone in the organization has a responsibility for community education, the manager of the education program is responsible for gaining that internal support and cooperation. This is a process that must be planned and actively pursued within the organization. For example, administrators and managers all have a responsibility for supporting community education when it is part of the mission of the organization. Personnel with indirect responsibility may include secretaries, nurses, disaster preparedness specialists, etc.

The responsibility usually is related to support provided for community education programs. Personnel with an interest usually are those who benefit from the goals of community education. For example, the risk to firefighters is reduced when homes in a community have working smoke detectors. The detectors allow for faster detection of the fire, resulting in firefighters fighting less severe fires. The end result is that the safety risk to firefighters is reduced; this safety element is a direct benefit to the firefighter, and is a positive consequence of community education efforts. Also, fire personnel providing community education results in more organizational recognition and enhanced public perception about the organization's role in the community. The risk to disaster workers is reduced when, due to community education, citizens move to shelters promptly during emergencies. The benefits may include reduction of personal risk, enhancing their ability to achieve their own goals, maximizing current resources, etc.

Everyone in an organization either has a responsibility for community education, or benefits from its success. It is essential that the manager of community education identify specific individuals who may be able to provide support for the program, or whose cooperation is necessary for its success.

GAINING COOPERATION

Once personnel with a vested interest have been identified, the next step is to identify ways to motivate those individuals about community education. This usually begins with increasing their awareness of community education, including goals, benefits, scope of programs, etc. Remember, before someone will cooperate or support a program willingly, he/she must have a clear understanding of the purpose of the program, its goals, his/her relationship to the program, and the benefits from the program's success. It is the same with community education. The desired type of

cooperation begins with understanding, not directives or mandates. While it may be possible to order someone to cooperate or to lend his/her support, this generally is self-defeating in the long term. Forcing someone to be supportive or to cooperate is always the last option that should be exercised in an organization. Unfortunately, it may be necessary at times.

Gaining support and cooperation is an active process; it requires effort and planning. Support and cooperation don't just happen; they are the result of hard work and effort on the part of the manager of community education and the change agents/leaders within the organization.

Benefits of Developing Internal Support and Cooperation

Personal, organizational, and community benefits of developing internal support and cooperation include

- willingness of personnel to get involved with community education;
- availability of more organizational resources;
- improved focus of community education in services provided by the organization;
- improved quality of community education; and
- organizational culture beginning to value community education.

Methods of Gaining Cooperation

Before providing their support for community education, personnel must have a clear understanding of the purpose of the program, its goals, and their relationship to the program. The best type of cooperation is that which is offered willingly by personnel, without being mandated or directed. Cooperation that is mandated is the least desirable, and generally the least productive.

Methods discussed for gaining cooperation are general. There may be other ways to gain that cooperation within your organization. It is important that you choose the method(s) that are best for your organization and personnel.

Communicate Goals and Vision

It is critical that all personnel understand the goals of community education **and** the vision of the program. This can be done by personal contact, video, newsletter, presentations, etc.

Seek Input on Program From Within the Organization

Personnel may have great ideas and insight, which can help achieve the goals of community education. By seeking **and** using their input, you can help them to feel they have a stake in the program.

Seek Involvement in Community Education

Ask for help with all aspects of community education. Once a person becomes involved and has a positive experience, he/she will become an advocate of community education within his/her group.

Report Results

Inform personnel about the success of the community education program. Relate how their participation helped achieve success.

Administration Openly Communicates Support for Community Education

It is essential that the administration of the organization openly offers its support, cooperation, and endorsement of community education. Substantive support includes increased budget, additional personnel dedicated to community education, and marketing community education as part of the services provided by the department. Whenever possible, it should communicate this support and cooperation to all segments of the organization.

When you need it, ask for help. This will allow personnel to become active participants, stakeholders, in community education. When asking for help, be specific about needs.

Maintaining Cooperation

It is necessary to maintain cooperation once it has been established. In other words, cooperation requires time to maintain.

Report Results

Inform personnel about the successes of **their** community education program. Relate how their participation helped achieve success.

Recognize Support and Cooperation

When personnel provide support and cooperation, take the time to thank them formally. This should be done by a high-ranking member of the organization.

Act on Recommendations

Once individuals are involved in community education, act on their input and recommendations. This does not mean that every idea has to be implemented, but it does mean that each and every idea is considered, and feedback is given to the individual who made the recommendation.

INSTITUTIONALIZING COMMUNITY EDUCATION

After support and cooperation have been gained within the organization, the next step is to make community education a value within the organizational culture. Once this has been accomplished, community education will be reflected in the organization's services and community relationships. In other words, community education will become an organizational priority.

Characteristics of Change

Seldom is change neat and easy; it may be a long and painful process. This section identifies five characteristics about the change process. Being aware of the characteristics will help the community education manager to deal with them during the change process.

Stagnant Organizational Cultures Resist Change

Organizations either embrace change or they stay stagnant. Stagnant organizational cultures resist change, sometimes aggressively.

Long-Term Change Requires a Change in Organizational Cultural Values

Organizational behavior reflects the values of the organizational culture. For change to be lasting, it must be accompanied by, or facilitate, a change in organizational cultural values.

Change Causes Fear

Individuals and groups fear change that they don't understand. Communication, involvement, and trust are the keys to eliminating fear.

Organizational Cultures, Not People, Resist Change

The culture of an organization is the agent that makes change difficult. Almost always, effective change requires a change in the structure, mission, and/or policies of the organization.

Expect Setbacks

Change is accomplished in increments. Setbacks should be expected and dealt with appropriately when they occur.

Change Process

Identify Vision

This is the vision of where the program will be after the change, or, rather, where the community education manager wants the program to be in the end.

Develop a Plan to Make the Vision a Reality

This is a detailed implementation plan for making change happen within the organization. The plan must contain benchmarks of progress so that the plan can be evaluated, and so that the members of the organization will be aware of the progress of the plan.

Communicate Vision and Plan

It is essential that the vision, and the plan to get there, be communicated by some method to all personnel. Feedback regarding the vision and the plan should be sought and welcomed.

Enlist Change Agents to Champion the Vision and Implement the Plan Within the Organization

Identify formal and informal leaders who support community education. Take the time to enlist their aid in implementing the plan and communicating the vision on a daily basis within their spheres of influence.

Evaluate the Progress of the Plan

This should be done regularly and involve the identified change agents. Modifications to the plan should be made based on information gained through evaluation.

Factors for Success

The need for change must be communicated clearly within the organization. Change involves modifying old values and creating new ones. The best way to do this is to show the need for the change. The benefits of change as well as the consequences of not changing must be emphasized.

Leadership in support of the change is provided at all levels. This includes formal support by the organization's administration, and also the support of change agents and informal leaders. The vision for change should reflect input from all parts of the organization, not just from one individual. All members of the organization must believe that the change is being made openly and that all pertinent information is being communicated. Community education must be a management priority.

Without that support, change will be difficult. Delegate responsibility and authority to those in the organization who can assist in the change process. Change must involve all segments and groups within the organization. These different groups must be brought together in support of the vision. In some cases, these partnerships may involve external agencies and organizations.

Rewarding Change

Once change has begun, it is critical that it be rewarded in the organization. The process of rewarding change will help to transfer change into a cultural value.

Methods of rewarding change include

- formal internal recognition of individuals, groups, and programs;
- community recognition of change through the media and local government, e.g., city council, county commissioners, hospital board of directors, special district board, etc.;
- promoting those responsible for change;
- communicating success of community education to all personnel; and
- budget increases for community education.

Change is best supported by the leaders within the organization. A task of the community education manager is to identify those leaders, and then to convince them to become change agents for community education.

Leaders/Change Agents

In the change process, the role of both formal and informal leaders as change agents is critical. The purpose of this section is to identify the characteristics of these "champions" of change within an organization. A champion is a leader who is an advocate for a specific vision, e.g., community education.

Characteristics of a change agent:

- ability to communicate vision;
- perceived as a role model within his/her sphere or influence;
- respected by his/her peers and/or subordinates;
- ability to develop others' trust in the vision; and
- ability to influence others.

DEVELOPING A PLAN

The purpose of this section is to explain the development of a plan for change within an organization. Of course, the vision for the change would involve community education. Change can be planned, managed, and evaluated. Even though change many times occurs due to external factors, it also may require an internal initiative. The plan will help the community education manager initiate and guide the change process successfully.

A plan must be based on the culture, mission, and resources of the specific organization. The plan is based on the following elements:

- identifying the vision of change;
- developing a plan to implement the change;
- finding methods to communicate the vision and plan;
- developing methods to get feedback from the members of the organization about the vision and the plan;
- identifying change agents and methods for recruiting them into the change process;
- developing a timetable for implementing the plan; and
- implementing methods for evaluating the plan.

Purpose of the Plan

Finally, it is very important to understand that the plan is simply a way to begin the change process. It may need to be modified and will require constant monitoring. It will not be easy, but it must be started if change is to take place.

The plan will

- outline the overall strategy;
- identify key elements and individuals necessary for change;
- identify resources required for the change process; and
- develop a contingency for problems and challenges.

Benefits of the Plan

Benefits of developing a strategic plan include

- directing the process;
- providing something tangible to communicate to others;
- guiding implementation;
- making the process more effective; and
- helping to identify any potential problems in advance.

Planning Worksheet

Summary of Organization

This section summarizes the current organization and its commitment to community education. Details of the organization should include its mission statement, its general structure, community education programs, and any other pertinent information that may affect community education.

Vision for Community Education

This section describes the future vision for the community education program, i.e., what is desired in the future for the community education program. The vision should be stated in detail so that it can be articulated clearly and effectively. The vision may be as simple as creating a budget dedicated to community education, or as complex as establishing a formal community education section within the organization, staffed by full-time professional educators.

Desired Values

This is related to the vision for community education. The desired values are the cultural values for community education that you hope to establish and institutionalize as a result of the change process. The values should be stated explicitly so they can be articulated to members of the organization, and so it is possible to determine when they have been established.

Identifying Community Education Advocates

This section of the Planning Worksheet identifies individuals and groups within the organization who may be willing to be change agents or advocates for community education. Those selected should meet the criteria described earlier in the unit. Methods should be identified to gain the support of the advocates, including consideration of "What's in it for them?"

Communicating the Vision

This section identifies methods that can be used to communicate the vision and plan within the organization. The methods may include presentations, articles in a newsletter, personal letters to all personnel, direct contact, or dissemination through advocates. The methods selected should ensure that all members of the organization are reached and that the vision is communicated clearly.

Potential Challenges and Problems

Normally challenges and problems can be identified during the planning process. It may be desirable to have one large meeting for all the personnel of the organization to communicate the vision. However, this may require overtime, and it must be authorized by management.

Measuring Success

This section identifies methods to be used to evaluate the progress of the change process. The methods may include a periodic review of the implementation steps by the administration, surveys of members of the organization, discussions with the change agents, etc. You must be able to determine by the methods used whether the objectives are being achieved in accordance with the plan.

Steps for Implementation

This section actually identifies the specific steps for implementing the plan. The previous sections have been designed to focus thought on specific areas. This section allows those thoughts to be compiled into a detailed plan. Each step must identify a task to be achieved and a deadline for its achievement. For example, the meetings mentioned earlier, with a deadline of December 1, would be a step.

The steps must ensure that the following tasks are achieved.

- The vision is formalized and a plan is developed.
- Advocates are identified and recruited.
- The vision and the plan are communicated throughout the organization.
- The progress of the change process is evaluated.

SUMMARY

It is essential to gain and maintain internal support and cooperation for community education. Gaining support and cooperation is a result of communicating a vision of community education. Change is a process that can be initiated and managed so that community education becomes an institutionalized part of the organization's culture.

Activity 2.1

Identifying Internal Support

Purpose

To identify individuals or groups within the organization who have a responsibility for community education and whose cooperation is essential.

Directions

1. Consider your organization and its personnel.
2. Identify and list on the following worksheet individuals or groups in the organization who may have a responsibility or interest in supporting community education. The responsibility may be indirect, e.g., a secretary, a dispatcher, a nurse, etc., or direct, e.g., chief of the department, fire marshal, fire and life safety education manager, chapter president, emergency preparedness director, etc. Consider all segments of the organization.
3. Also list the benefits the individuals or groups identified may gain from supporting community education.
4. Be prepared to discuss your answers with the class.
5. You have 30 minutes to complete the activity.

Activity 2.1 (cont'd)

Worksheet

| | |
|-------------------------|--|
| Benefit | |
| Individual/Group | |

Activity 2.2

Identifying Internal Change Agents

Purpose

To identify specific personnel or groups within your organization, currently involved in delivery of community education programs, who most likely would be change agents for community education.

Directions

1. Consider the individuals or groups in your organization who probably would be willing to become change agents for community education by beginning the process of changing organizational values toward community education.
2. Complete the questions on the following worksheet.
 - a. List at least five individuals who are formal or informal leaders and who would be effective change agents for institutionalizing community education as an organizational value.
 - b. For each person listed, explain why you think he/she would be an effective change agent.
 - c. List and describe methods used to gain and maintain the cooperation of the person.
3. Be prepared to discuss your answers with the class.
4. You have 15 minutes to complete the activity.

Activity 2.2 (cont'd)

Worksheet

1. Individual.

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation.

1. Individual.

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation.

1. Individual.

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation.

1. Individual.

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation.

1. Individual.

2. Why would he/she be an effective change agent?

3. Methods used to gain and maintain cooperation.

Activity 2.3

Developing a Plan For Gaining Cooperation

Purpose

To complete a worksheet for gaining cooperation within an organization responsible for providing some type of community education.

Directions

1. Working as a group, carefully review your assigned scenario.
2. Using the information provided in the scenario, complete the planning worksheet.
3. In each scenario the community education manager is identified. Your group is to assume the role of the manager.
4. If adequate information is not provided for any given section, be creative and develop further information that would be appropriate for the scenario.
5. Appoint a spokesperson to present your worksheet to the class.
6. You have 30 minutes to complete the worksheet.

Scenario 1

The organization is a small volunteer fire department located in a rural farming area. The department provides fire and EMS to a county with a population of approximately 1,200. The department has a chief, 3 captains, and 12 volunteers. All are appointed by the county manager. The department has not done any significant community education in the past. However, the officers of the department are very progressive, and have expressed support for prevention education. Two members of the department are teachers and have expressed their willingness to help with community education if a program is started.

In the past year, the department has responded to seven incidents of ammonia burns to farmers using ammonia as a fertilizer. One exposure was fatal, and two resulted in chronic respiratory problems. The fatality was a brother of one of the members of the department. Linda Osaka, a firefighter, is very concerned about the incidents and believes that an education program could reduce the problem. She is a nurse at the hospital and is responsible for continuing education for the hospital staff, and feels capable of starting an education program at the department. Her goal is to get the department members to support starting a program and to volunteer time to do the presentations. She also would like to see the county or hospital provide funding to start and maintain the program. However, she must first convince the chief and the members of the department of the merit of the program. It is now December. Planting season, when most of the injuries occur, will begin in March and continue through June.

The department has a small budget provided by the county government. When additional funds are needed, fundraisers are held.

Scenario 2

The organization is a county health department serving a county of 480 square miles with three towns of approximately 15,000 people each. The organization provides an infectious disease specialist who monitors the occurrence and severity of infectious diseases in the county. The department also provides injury prevention education as requested. There is a budget of \$4,000 dedicated to all areas of community education. The department's mission statement is, "Ensure that all citizens of the county have the opportunity to be healthy and well."

The three fire departments in the county recently have had several instances of exposure to bloodborne pathogens during EMS incidents. One of the exposures resulted in an EMT contracting Hepatitis A. John Howard, a volunteer firefighter who also is a nurse with the health department, is very concerned about the situation. However, the department director feels that it is not the responsibility of the health department to provide education to the fire departments. John has been able to gain the cooperation and support of the infectious disease specialist for developing a community education program that will target infectious disease procedures for prehospital care providers. The cost of the program, available through CDC, will be \$5,000. The fire departments have committed to providing 40 percent of the funding. The physician advisors for the departments also have endorsed the idea.

John wants to get the program implemented by June 1, 60 days from now. It takes 15 days to get the curriculum. John's goal is to provide the training and to get the county health department to assume responsibility for infectious disease procedures for all the county's prehospital care providers.

Scenario 3

The organization is a large metropolitan fire department. The department serves a city of 350,000 and has a staff of 3 public education specialists. The Public Education Division has a budget of \$250,000. The department has 5 fire investigators, 450 firefighters, and 38 support staff. There is one chief, two deputy chiefs, and six district chiefs at the management level. The chief has been openly supportive of all community projects, and the mission statement clearly identifies that all community education is a responsibility of the fire department.

The city has seen a steady increase in arson and juvenile fireplay fires in the past three years. In fact, the number of arson fires has increased 42 percent during that time. Over the three years, five people have died in arson-related fires. Bill Hibble is a veteran investigator who is responsible for monitoring arson activity. He wants to start an arson education program for business owners and neighborhood watch groups. However, this type of program has never been attempted in the city. The Public Education Division does not have time to start the program. The fire marshal has given initial approval for the program, but is reluctant about the idea. The fire analyst has been instrumental in identifying the arson problem. A deputy chief was formerly an investigator and has expressed his/her concern about the problem. The public education chief said he/she might support the program if funding is available. Bill estimates the two-year cost for the program to be \$18,000.

Bill's goals are to get the formal responsibility for arson education shifted to the Investigation Division, establish the community education program, and to involve all company officers with the program. He wants to have the program implemented by July 1, 90 days from today.

Activity 2.3 (cont'd)

Strategic Planning Worksheet

Purpose

The purpose of this worksheet is to guide the development of a plan for change within an organization relating to community education.

Directions

The worksheet is designed to develop specific information or methods for the change process. The worksheet will not result in a finished, formal plan. Rather, the information gathered is the foundation for compiling a formal written plan for change that can be used to manage the change process and to communicate to others the vision for community education.

The worksheet is intended to be completed with information from a specific organization. The sections should be completed in order.

Questions

1. Based on the information provided, summarize the vision for the community education program.

2. Identify the potential advocates for the community education program.

3. Describe methods that could be used to communicate the vision to others in the organization.

4. List any potential challenges and problems to the change process.

5. Describe the method(s) that could be used to measure the success of the change process.

Activity 2.4

Changing Organizational Values With Regard to Community Education-- Culminating Activity

Purpose

To create a plan for gaining internal support for community education within the department.

Directions

1. In class, review the activity carefully.
2. Using information from your own community and organization, individually complete the following worksheet. You must select a problem or issue faced by your department. The answers must be word processed or typed.
3. Be prepared to present your work to the instructor for review. The instructor may recommend changes, so be sure to save your work on a disk.
4. If you have any questions, ask the instructor as soon as possible.

Activity 2.4 (cont'd)

Worksheet

1. Briefly describe the problem or issue for which you want to gain internal support.
2. Describe your vision for the program.
3. Identify the potential advocates for your program, both inside the organization and from the community.
4. Refer to the persons listed in #3. Describe how you will gain their support, i.e., "what's in it for them?"
5. Describe methods you will use to communicate your vision to the rest of the organization and to the community.
6. List and describe any challenges or problems to this change process.
7. Describe the methods you will use to determine the success of the change process.
8. List the steps, in sequence, you will follow for gaining support.

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GLOSSARY

- Advocate** A person within the organization or community who actively uses his/her formal or informal influence to promote the community education program, including its funding and resource needs. Also known as a change agent.
- Change Agent** A person within the organization or community who actively uses his/her formal or informal influence to promote the community education program, including its funding and resource needs. Also known as an advocate.
- Change Process** The process within an organization or community that results in a new set of cultural values and behaviors regarding community education.

APPENDIX

PLAN FOR GAINING COOPERATION WORKSHEET

The following worksheet has been completed using information from a volunteer fire department. Carefully review the information provided and use the worksheet as a guide for Activity 2.3.

Vision For Community Education

The captain in charge of community education wants to implement Learn Not to Burn™ in the local elementary school, and to develop a mission statement that includes community education as a responsibility of the fire department.

Potential Advocates For Community Education

1. Chief of the department
2. Company officers
3. Local school officials
4. Parents

Methods to Communicate Vision to Others in the Organization

1. Newsletter
2. Meeting with the chief
3. Informational video
4. Personal contact

Potential Challenges

1. Lack of funding
2. Lack of organizational support
3. Resistance of school teachers toward adopting the curriculum

Methods Used to Measure Success

1. Number of classrooms that adopt Learn Not to Burn™
2. Number of personnel from department involved in program
3. Funding provided by department

MODULE 3: COALITION DEVELOPMENT AND MAINTENANCE

GOAL

The students will be able to bring together diverse organizations, factions, and/or constituencies to work together to achieve a common goal.

OBJECTIVES

The students will:

- 1. Develop partnerships to work on community education activities.*
 - 2. Determine the impact of coalition activities on the mission of the student's organization.*
 - 3. Maintain coalition activities to support ongoing community education activities.*
 - 4. Support involvement with multiple coalitions involved in different community education issues.*
-

COALITION-BUILDING LEADERSHIP

It has become clear in the prevention field that collaborative, community-wide efforts are essential if we are to create the positive, supportive, and nurturing environment that will in turn reduce the social and public health problems our nation faces.

Not only are these problems interrelated, but they share common roots in the community.

The responsibility to address these problems falls to the community as a whole and not just to one organization or one fire department. The family, the school, and all organizations that share the common goal of reducing the fire and injury problem in the community must be involved.

As a public education manager, you need to demonstrate leadership in:

- building coalitions;
- maintaining coalitions; and
- supporting ongoing coalitions in your community.

This may mean fostering these relationships and serving as their advocate with management, or providing the support required for those who work for you to join coalition efforts and to make meaningful contributions to them.

NETWORKING

Networking is an informal arrangement of information and resource sharing. Most leaders in community education already have developed an informal networking arrangement. Community education leaders network with many organizations, such as:

- fire department;
- American Red Cross chapter;
- emergency management or civil defense office;
- National Weather Service office;
- law enforcement agency;
- hospitals;
- Department of Public Health;
- private ambulance services;
- neighborhood organizations;
- schools;

- PTAs, PTSAs, PTOs;
- local media;
- religious groups;
- local organizers/activists;
- telephone and utility companies;
- county extension service;
- insurance companies;
- other voluntary agencies active in disaster; and
- disaster supply vendors.

Networking helps the community educator in many ways:

- learning new knowledge, approaches, and information;
- access to materials, resources, and methods of accomplishing educational activities;
- ensuring that common concerns are addressed consistently; and
- learning what others are doing to avoid duplicating efforts and work.

Since other organizations in the community may share a common educational goal, and no one organization can reach everyone at once, it's important to work together from the beginning in these efforts.

COALITIONS

A Coalition

A coalition is a formal effort that results from networking. A coalition is built on resources discovered through networking; a "project team" is formed to develop and to implement an education program or project. When a coalition comes together, its members share a common goal. That's why it was important to identify your common goals for community education issues in your area. Before a coalition begins its work, members should agree upon common goals and should reach consensus both internally and with the leaders they represent. Doing this will build a foundation for solid coalition success.

Obtain commitment from the top and gain adequate administrative support. This would include

- staff person's time to build and to coordinate the coalition;
- office space, telephone line, copier, fax machine, office supplies, storage space;

- support staff--clerical, administrative;
- meetings--planning, scheduling, notification, facilitating, and preparation and distribution of agenda and minutes; and
- research and data collection.

Pitfalls of Coalitions

- cumbersome decisionmaking process;
- conflicting organizational "political" agendas;
- some people temperamentally not suited for coalition work;
- logistical issues delay action;
- fluidity of representation affects continuity--usually don't have same people at all meetings; and
- "downtime" and transitional periods weaken the coalition.

The Value of Coalitions

The public perceives information from coalition efforts as more credible. There is a greater degree of penetration into target audiences that need important educational information, i.e., some organizations can reach some audiences better than others. Demonstrated community support is received well by the public and by elected officials.

Working in a coalition may mean a lighter workload for all members. Each coalition member brings something to the table that is a benefit to all other members. The benefits are greater than the sum of the whole. By working with organizational representatives on community education efforts, responders are more likely to be able to work together smoothly following an event, because the major "players" in each organization already know one another.

Value and Importance of Meetings

Participation in meetings can provide new knowledge, ideas, and approaches and better perspective on the depth, breadth, and scope of the community education issue. It demonstrates your organization's commitment to the educational effort.

CHOOSING ISSUES

Issues drive organizations. Issues are specific expressions of broad social concerns. An issue is a problem to be solved, but every problem does not make a good coalition or community organizational issue.

Some useful criteria for determining what problems make a desirable organizing issue:

- Solutions should result in real improvement.
- Solutions should empower communities.
- Solutions should result in changes people can experience and see.
- Builds partnerships.
- Be worthwhile.
- Be manageable.
- Be strongly and deeply felt.
- Something which people can grasp easily. Must fit into people's experiences.
- Be timely.
- People are hungry for a sense of community, and issues that fill this need will get attention.
- Avoid permanent problems that don't lend themselves to coalitions.

STEPS IN COALITION BUILDING

The following steps are recommended in building and maintaining coalitions for community education activities.

Know Your Community

- Determine local child injury patterns by collecting data from:
 - hospitals;
 - health departments;
 - fire departments;

- law enforcement authorities;
 - schools;
 - poison control centers; and
 - transportation and motor vehicle agencies.
- Determine who in the community is the most active and knowledgeable about child safety issues.

Research and select issues that lend themselves to coalitions. Research must lead to action.

Recruit the Right People for the Initial Core Group

- Determine who in the community is knowledgeable and working actively on the issue.
- Look for groups whose mission is linked to your issue.
- The core group is composed of those who will make things happen.
- Not everyone will be appropriate for the core group.
- Look for "champions," those folks who have a strong self-interest in the issue and the ones who make sure the coalition succeeds, meetings occur, and people stay active.
- Consider other individuals whose services will aid and support your mission in legal, accounting, promotional, etc.
- Designate dynamic individuals to serve as officers or committee chairs of the coalition.
- Look for wealth, wisdom, or work from members.

Recruiting for the Stakeholders and Allies

- Core group can identify who else has an interest in the issue.
- These are generally supporters.
- They assist the core group.

- Seek representation from all segments of a community: safety organizations, businesses, schools, service organizations, elected officials, churches, etc.
- Approach community leaders with the greatest credibility and influence as well as the **doers**. Again, wealth, wisdom, or work.
- Decide which potential members are likely to be the most helpful to the coalition.
- Determine whose involvement might hinder the coalition's ability to get off on the right track.
- Prioritize members for recruitment.
- Decide on methods and activities that will be used for recruitment.

Obtain Commitment from the Top and Gain Adequate Administrative Support

- Staff person's time is needed to build and coordinate the coalition.
- Office space, telephone line, copier, fax machine, office supplies, storage space.
- Support staff--clerical, administrative.
- Meetings--planning, scheduling, notification, facilitating, and preparing and distributing agenda and minutes.
- Research and data collection.

Solidify the Coalition

- Establish an identity for the coalition (i.e., letterhead, newsletter, separate phone line).
- Use the media to establish your name in the community.
- Hold regular meetings. Early on, decide how long and how frequent meetings should be and stick to the agreed-upon time limit.

- To gain participation in coalition meetings, vary meeting locations and ask coalition members to give reports on their organizations.
- Decide how agendas will be structured (i.e., most important business first, committee reports, etc.).
- Agree upon the size of the core group and committees.
- Develop a structure, such as committees or action groups.
- Produce informational materials with logo and phone number, and distribute them widely.
- Set realistic goals to foster coalition success and growth.

Establish Preliminary Objectives and Action Plan

- Preclude territorial conflicts by involving members from throughout the community in a variety of activities.
- Plan targeted activities.
- Undertake multifaceted activities (enforcement, engineering, and education).
- Plan programs and activities that involve the entire membership, and take advantage of each member's unique skills and expertise.
- Establish evaluation plans now.

Maintain Momentum

Anticipate and overcome potential stumbling blocks.

- Turf issues.
- Inadequate participation by the membership, especially in planning sessions and regular meetings.
- Ineffective coalition activities.
- Poor group dynamics.

Keep members motivated.

- Acknowledge and applaud short-term successes to maintain members' enthusiasm and active involvement.
- Assign specific tasks with deadlines to specific individuals. Ask members to do something!
- Keep coalition members focused on their assigned activities (projects, reports, research, events, planning, committees).
- Replace members who leave the coalition, and re-assign their duties and responsibilities immediately.
- Recruit a variety of members (leaders **and** doers).
- Recognize successes and exemplary effort with awards, certificates, presentations, news conferences, etc.
- Survey members periodically to determine their interests, level of commitment, and resources.
- Make meetings and activities fun. Coalition activities should be the highlight of each member's work week.

Develop an Evaluation Mechanism

- Create a complete yet noncumbersome evaluation process (for example, in bike helmet campaigns, the evaluation mechanism could be numbers of bike helmets sold, increased observed helmet use).
- Have the evaluation mechanism prepared before an event is held or before a campaign begins.
- Encourage candor and constructive criticism.
- Use the evaluation mechanism frequently.
- Process versus impact versus outcome evaluation.

MAINTAINING COALITIONS

Maintaining Several Coalitions

As a manager of public education, it is likely that you may have to maintain several different coalitions at the same time. Different coalitions may be at various stages of the development cycle. Some may require nurturing, while others may be self-supporting. You can try delegating the responsibility for different coalitions to different people. Your organization then can keep involved with each one and give each the attention it deserves.

Expanding or Ending Coalitions

When do you Expand a Coalition?

- When it no longer meets target audience information needs.
- When a coalition has come together to work on a community education issue, and the target audience is not responsive to the messages, it may indicate that the coalition needs to be expanded to include a leader from the target audience who can explain the best ways to reach its members.
- When more people need to be reached or more work needs to be done.
- When additional viewpoints are needed.
- When a new group that shares a common goal is discovered and invited to join.

When do you End a Coalition?

Coalitions, once formed, are not carved in stone. Conditions change with time. Periodic review of a coalition's work may reveal the following:

- The coalition's goals have been accomplished.
- The community education issue has been reduced, or can be maintained by a smaller group.

- The community itself has institutionalized the coalition's efforts, and is carrying out the educational activity spontaneously.
- Finances or other resources are no longer able to support the coalition's activities.
- Community support has dwindled or changed, as may occur when elections are held and community leaders change, a new fire chief with different ideas is appointed, etc.

If a coalition ends, it does not necessarily mean that all efforts toward the common goal that supported the formation of the coalition are over. It probably means that ongoing work on that common goal reverts to informal networking efforts, where the entire process began.

SUMMARY

Working with people takes time and effort. It takes much more time than if you did the project yourself, but the benefits of investing this time often outweigh the disadvantages. As a manager, your support of coalition efforts will enhance the benefits your organization receives via its participation. It is important to support those who work with you by encouraging them to participate, and to take an active role in supporting the work of a coalition.

You also have to be able to manage the relationship with different coalitions that are in different levels of their development cycle. Some coalitions will require almost constant nurturing, while others are so well developed they almost manage themselves.

Activity 3.1

Networking

Purpose

To identify potential collaborators on an educational plan.

Directions

1. Complete the following worksheet individually.
2. Be prepared to discuss it after it is completed.
3. You have 10 minutes to complete the worksheet.

Activity 3.1 (cont'd)

Worksheet

1. List three community education issues in your community, based on:

- the hazards that can happen in your community;
- the risk the hazard poses to people; and
- what your organization already may be addressing.

Issue 1: _____

Issue 2: _____

Issue 3: _____

2. What are your organization's community education goals for each issue listed above?

a. Issue 1: _____

b. Issue 2: _____

c. Issue 3: _____

3. List at least one organization, preferably more, that shares a common educational goal with each community education issue listed above. You do not have to be working currently with a representative from the organization to include it on the list.

a. Issue 1: _____

b. Issue 2: _____

c. Issue 3: _____

4. List, if you know, what each organization that shares your common goal is doing about the issue.

a. Issue 1: _____

b. Issue 2: _____

c. Issue 3: _____

Activity 3.2

Achieving a Common Goal

Purpose

To get you thinking about coalitions.

Directions

Follow the directions of your instructor.

Activity 3.3

Coalition Recruitment Considerations

Purpose

To walk through some of the preliminary groundwork necessary for coalition recruitment.

Directions

1. Use the case study example to respond to the following questions.
 - a. What are the goal and objectives of the effort?
 - b. What are the community considerations? (List the core members.)
 - c. What has been the previous experience with the issue?
 - d. What are the resources?
 - e. Are there any internal and external problems to consider?
 - f. What are the strengths, weaknesses, opportunities, and threats?
2. Consider stakeholders' interests, what they bring, and who they will alienate. After listing them, prioritize them for recruitment.
3. What activities (action steps) will be used to recruit into the coalition?

Case Study

A fire department in a city of 50,000 has recognized youth firesetting as the leading cause of arson within the community. The problem is most severe in city-owned public housing. The fire department currently enjoys a strong relationship with the city, community organizations, and education officials. The fire department is interested in exploring the potential of forming a community coalition to address youth firesetting issues.

Activity 3.3 (Optional)

"Selling" the Value of Coalitions

Purpose

To share information and experience among members of the group about the value of working with coalitions.

Directions

1. What is the best way to "sell" or promote the idea of working with a coalition to superiors?
2. Take notes from group discussion:

Activity 3.4

Changing Community Values With Regard to Community Education-- Culminating Activity

Purpose

To create a plan for gaining community support for community education.

Directions

1. Carefully consider the community education function in your organization, specifically areas in which change is needed. Select one of those areas or issues.
2. Complete the planning worksheet based upon that area or issue. Be specific with your information.
3. Be prepared to present your worksheet to the class.
4. You have 30 minutes to complete the activity.

Activity 3.4 (cont'd)

Planning Worksheet

Purpose

The purpose of this worksheet is to guide the development of a plan for change within an organization relating to community education.

Directions

The worksheet consists of different sections, each designed to develop specific information or methods for the change process. Brief directions have been provided for each section to assist in its completion. The worksheet will not result in a finished, formal plan. Rather, the information gathered is the foundation for compiling a formal written plan for change that can be used to manage the change process, and to communicate to others the vision for community education.

The worksheet is intended to be completed with information from a specific organization. The sections should be completed in order.

Summary of Organization

Briefly describe the organization, including its mission, structure, and current community education programs.

Organizational Values

Briefly describe the organization's current cultural values towards community education.

The Vision for Community Education

In detail, state the future vision for community education within the organization. Be specific; include types of programs and the end result of community education (e.g., reduction of injuries, larger budget, etc.).

Desired Values

Specifically state the desired cultural values that will result from the change process.

Purpose of the Change Process

State two or three purposes of the change process.

Communicating the Vision

Describe methods to be used to communicate the vision and the plan to the members of the organization.

Feedback

Describe methods to be used to gather feedback on the vision and the plan from the members of the organization.

Identifying Community Education Change Agents

Identify individuals or groups within the organization who may be willing to be change agents for community education.

Recruiting Change Agents

Identify the methods to be used to recruit the change agents.

Potential Challenges and Problems

Identify any potential challenges to or problems with the plan, and solutions to those challenges and problems.

Benchmarks

Briefly describe the benchmarks that will indicate that the change plan is being successful.

Evaluating the Change Process

Briefly describe the method(s) to be used to evaluate the progress of the change process.

Steps for Implementation

List the steps required to implement the plan. The steps should be in sequence, support the objectives of the plan, have a date for completion, and achieve the following:

- formalize the vision and the plan;
- recruit change agents;
- communicate the vision and plan throughout the organization;
- gather feedback;
- implement the plan; and
- evaluate the progress of the change process.

BIBLIOGRAPHY

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