

Collaboration Fundamentals

In Section 1

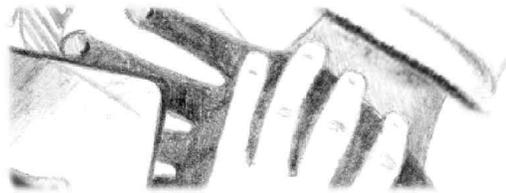
Why Collaborate?

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**Tool 1: Unsticking Stuck
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Collaboration Fundamentals

*We must all hang together, or
assuredly we shall all hang
separately.*

—Benjamin Franklin

Why Collaborate?

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

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

1. Accomplish what individuals alone cannot.

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

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

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

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

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

2. Prevent duplication of individual or organizational efforts.

A collaboration between John Jay College of Criminal Justice, the New York City Police Department (NYPD), the Citizens' Committee for New York City (CCNYC), and the Bureau of Municipal Police (BMP) allowed these four organizations to delineate their specific areas of expertise, combine talents, and utilize limited financial resources. This collaboration allowed

the agencies to: 1.) provide basic community policing and problem-solving training to citizen groups and law enforcement officers, 2.) implement a cultural diversity education initiative, 3.) provide statewide training and technical assistance services to communities across New York State, and 4.) conduct an evaluation of the collaborative services. This collaboration helped eliminate duplication of effort among the different agencies.

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

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

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

Before this success, Clearwater had been struggling to provide adequate services to the city’s homeless men, women, and families. Social service agencies were denying medical, mental health, and other services to individuals who could not document their identity. Additionally, homeless shelters were located a considerable distance from the beaches and downtown areas, where homeless persons often congregate. Consequently, the CPD experienced a significant number of calls for service to “move” homeless individuals. In an effort to reduce calls for service and provide access to social services for the homeless, the CPD collaborated with the city’s housing authority and city agencies that could provide services to the homeless population. The CPD, in partnership with the housing authority, purchased a vacant building in downtown Clearwater and converted the building into a CPD substation and homeless shelter. At the

shelter, homeless persons are issued identification cards, so they can access city social services. CHIP has reduced calls for service for vagrancy, harassment, solicitation, and public intoxication in the downtown and beach areas; provided an in-city residence for homeless men, women, and families; facilitated the ability of homeless individuals to seek and receive social services; and increased public awareness of homelessness.

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

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

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training initiatives; police and victim advocate follow-up programs; a workplace domestic violence education campaign; and ongoing coordination meetings of the system's components.

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

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

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

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

As a part of its response, the police department formed its first community-oriented policing unit to operate in the vicinity of the park. The officers became highly visible in the park, and also initiated bike patrols in the area and handed out business cards. The community policing unit and the Community Service Center, a local, nonprofit partner agency, began organizing activities in the park for neighborhood residents on Sunday afternoons; events have included social gatherings such as a Cinco de Mayo celebration. One program serves children lunch in the park during a

school break and includes an educational program conducted by a police officer. Additionally, the partnership installed lights in the park and put into place a temporary barrier during identified peak cruising times, to prohibit cruisers from circling the park. Furthermore, in an effort to decrease the perception that police were not responding to calls for service, a new procedure for response requires the initial contact to be made with the complainant. In addition, to complete the call, contact must again be made with the complainant. These responses led residents to begin taking ownership of the park, which led to dramatic increases in park use for legitimate purposes, as well as a decline in police calls for service to the park.

6. Provide more opportunities for new community policing projects.

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

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

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

What Is Collaboration?

Collaboration occurs when a number of agencies and individuals make a commitment to work together and contribute resources to obtain a common, long-term goal. For example, to implement community policing, law enforcement personnel may collaborate with businesses to maintain order in the business district. Law enforcement may collaborate with schools to establish and maintain school resource officer programs and develop and implement safe school plans; or, law enforcement may collaborate with youth, residents, and

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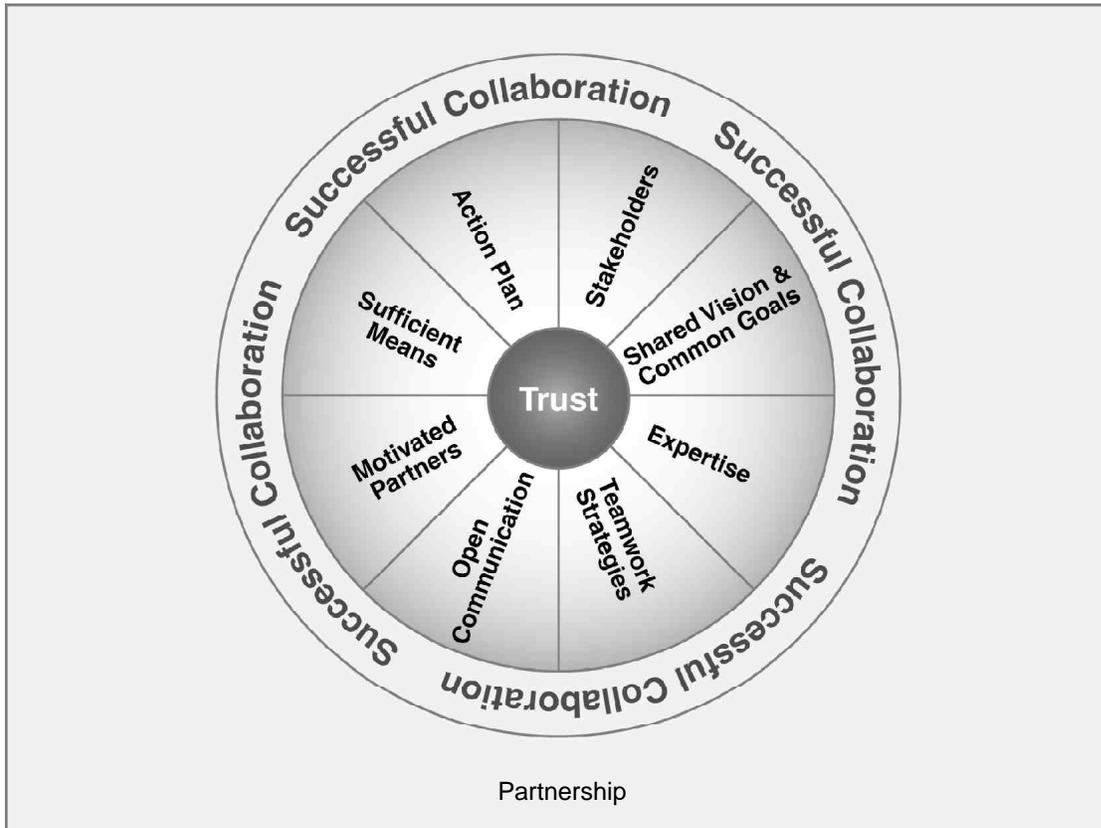
neighborhood watch groups to use problem-solving to address ongoing community concerns. Collaboration is the most intense type of working relationship, and the one that is most frequently required when implementing community policing. Building and sustaining an effective community policing collaboration requires much more than a decision to merely work together. Effective collaborations promote team building, a sense of ownership, enthusiasm, and an environment that maximizes the chance of collaborative partnerships succeeding.

The components of an effective collaboration are:

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

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

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



When to Collaborate?

The rule of thumb is that law enforcement agencies or personnel should engage in collaboration with other organizations or individuals when stakeholders have a common, long-term goal; are committed to working together as a team; and cannot achieve the goal more efficiently as independent entities. Not all law enforcement relationships must be collaborative, nor should they strive to be. Under some circumstances, it may be appropriate for law enforcement personnel just to establish a good communication plan. Under other circumstances,

cooperation between two individuals may be sufficient. Perhaps coordination between two agencies to avoid duplication of effort is all that is required. Collaboration is, however, critical for many community policing endeavors. The example that follows outlines how two individuals, representing organizations with similar interests, may progress from a relationship of communication to cooperation to coordination, and culminate with the development of a collaboration.

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Example 1 **communication/networking**

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

cooperation

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

coordination

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

collaboration forming

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

meeting facility, and Sheriff Smith assures Principal Gibson that his crime analysis division will provide data analysis support.

successful law enforcement/ community partnership in action

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

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

Learn More About It

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

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

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

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

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

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

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Diagnosing the Collaboration

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

—Albert Einstein

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

Collaborations, not unlike other working relationships, inevitably experience very productive as well as very frustrating times. While collaborative endeavors can generate

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

Remember...

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

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



Tools to Plan and Chart Your Progress

Tool 1

Unsticking Stuck Groups/ Reassessing the Collaboration

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

Directions:

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

Tallying the Answers:

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

4 and 5	20 and 21
8 and 9	24 and 25
12 and 13	28 and 29
16 and 17	32 and 33
3. Put an X by the number for each “NO” response.

Interpretation:

The questions are divided into nine areas.

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

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

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

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Discussion:

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

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

Unsticking Stuck Groups/Reassessing the Collaboration

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

- | | |
|----------|--|
| Yes / No | 1. Are all partners affected by the problem addressed by the project? |
| Yes / No | 2. Is there a strong core of committed partners? |
| Yes / No | 3. Is the team open to reaching out to include new people? |
| Yes / No | 4. Are there ways for meaningful involvement from all interested partners? |
| Yes / No | 5. Have team norms been developed? |
| Yes / No | 6. Do partners demonstrate a willingness to share resources? |
| Yes / No | 7. Is time provided for partners to get to know each other? |
| Yes / No | 8. Have relationships deepened as a result of the partners working together? |
| Yes / No | 9. Are all team members clear about the purpose of the team? |
| Yes / No | 10. Do you trust team members to move beyond personal agendas? |
| Yes / No | 11. When new people join the team, is it easy to explain what the team is about? |
| Yes / No | 12. Do all team members agree on the purpose of the team? |
| Yes / No | 13. Are meetings well run and organized? |
| Yes / No | 14. Do you know what skills other team members have? |
| Yes / No | 15. Do you know what skills/expertise the collaboration needs to achieve its goals? |
| Yes / No | 16. If you have a task that requires expertise unavailable within the team, do you know where to access that expertise so implementation of the plan can continue? |
| Yes / No | 17. Do people volunteer freely to work on projects? |
| Yes / No | 18. Do team members share responsibility for completing tasks? |
| Yes / No | 19. Is it clear and agreed upon within the team how decisions are made? |
| Yes / No | 20. Do leadership responsibilities shift with a shift in tasks? |
| Yes / No | 21. Do all people feel free to speak at meetings? |
| Yes / No | 22. Are decisions and information communicated to all members in a planned fashion? |

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

