

Action Planning: Taking On Challenges and Obstacles

Prepared by

David S. Anderson, Ph.D.

Professor Emeritus of Education and Human Development

George Mason University

danderso@gmu.edu www.caph.gmu.edu



Webinar Aims

- * Understand the Action Planning process
- * Gain confidence for leading or assisting with this process
- * Identify challenges and obstacles for making progress
- * Prepare strategies for addressing challenges

Why Action Planning?

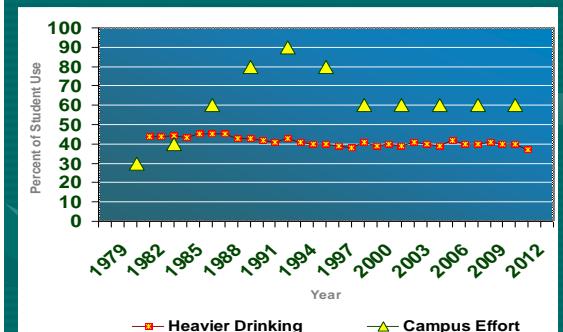
The need to be more planful, organized, intentional, focused

What do you want to prevent?
What do you want to promote?

“Planned Change” as a body of literature

Establishing structures and processes to maximize success

HEAVY DRINKING RATES and CAMPUS EFFORT



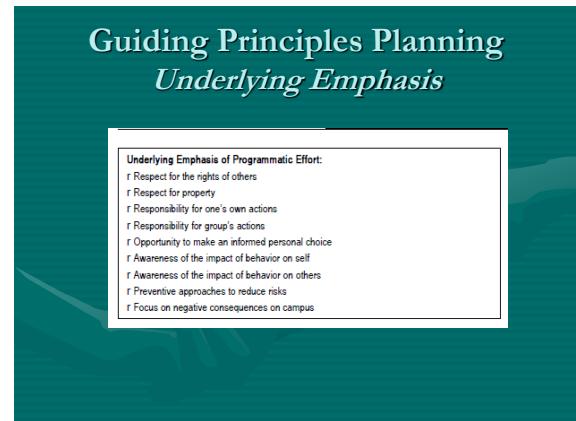
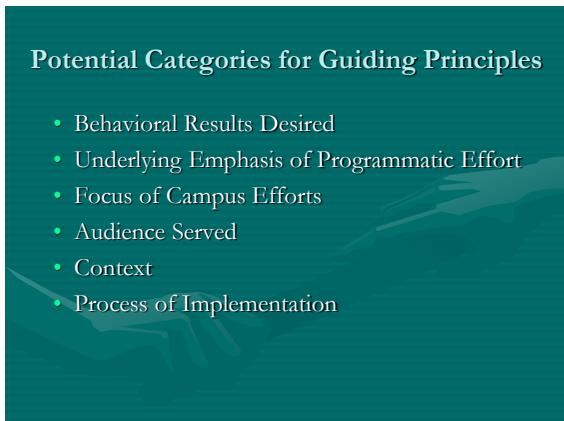
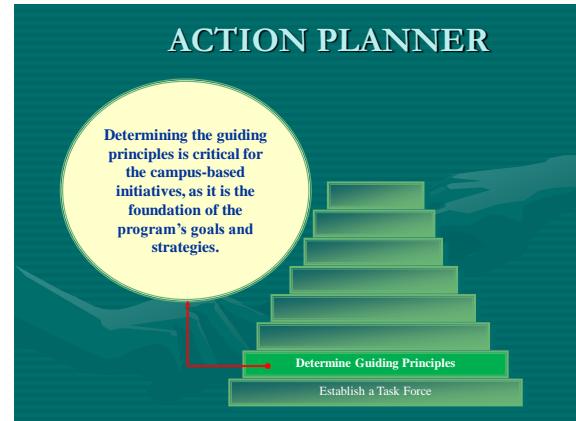
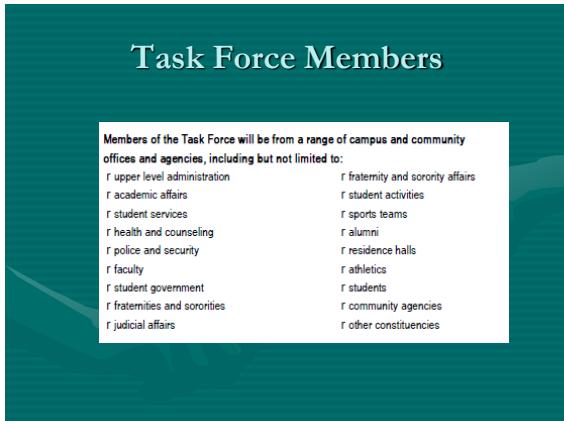
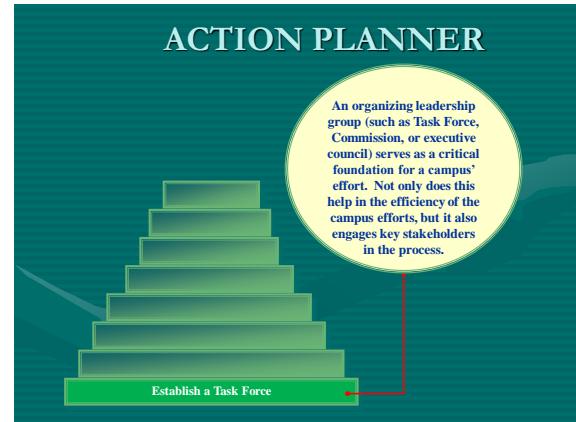
Action Planning

Ultimately, if change is desired, difficult decisions need to be made and heartfelt attention needs to be given. Leadership is essential to make a difference; strategies do exist and the steps for movement and progress are presented in this resource.

Action Planning



<https://caph.gmu.edu/resources/college/create>



Guiding Principles Planning *Focus*

Focus of Campus Efforts:

- ☐ Environmental change
- ☐ Individual change
- ☐ Systemic, organized emphasis by intact groups
- ☐ Prevention of problems
- ☐ Provision of treatment and aftercare services
- ☐ Campus-community partnerships
- ☐ Usage patterns (use, abuse, problems, dependence)
- ☐ Emphasis on knowledge and attitudes
- ☐ Emphasis on behavioral results

Guiding Principles Planning *Context*

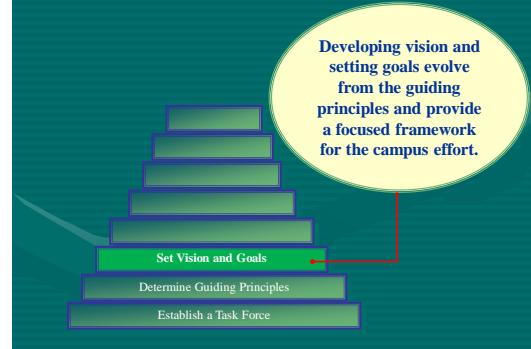
Context:

- ☐ Addressing alcohol problems is best done within a comprehensive and long-term focus.
- ☐ Campus based problems and concerns are reflective of the societal context.
- ☐ Students' knowledge, attitudes, and practices manifest their upbringing and overall societal background.
- ☐ Factors which underlie the area of concern (such as predisposing variables) should be addressed.
- ☐ Causes of the behavior of concern should be identified.
- ☐ Increases in knowledge can make a difference in individual behavior.
- ☐ Individuals should take responsibility for their own behaviors.
- ☐ The university has an obligation to promote the well being of all members of its community (administrators, faculty, staff, and students).
- ☐ Institutions are primarily engaged in the academic development of students.
- ☐ Students learn best when they are not encumbered by alcohol use or negative consequences related to alcohol.
- ☐ The institution should generate an environment which promotes critical thinking skills among all members of the campus community.
- ☐ When a person's alcohol use negatively affects campus life, individualized consequences should result.
- ☐ Alcohol misuse by all members of the campus community should be addressed.
- ☐ The majority of individuals in society and on campus make responsible decisions about alcohol most of the time.

Incorporating Guiding Principles

- Build these into the process – be deliberate
- Seek consensus among various constituencies
- Be public – consider reminders
- Specify and review these - do self-assessments
- Invest the time in preparing and using these

ACTION PLANNER



Setting Vision and Goals

Worksheet B: Desired Outcomes					
Individual	Not at all important				Very important
Reducing frequency of alcohol consumption	1	2	3	4	5
Reducing overall quantity of alcohol consumed per week	1	2	3	4	5
Reducing quantity of alcohol consumed per drinking occasion	1	2	3	4	5
Reducing occasions of high-risk drinking	1	2	3	4	5
Reducing harm associated with drinking	1	2	3	4	5
Reducing negative consequences associated with drinking	1	2	3	4	5
Reducing environments which promote harmful drinking	1	2	3	4	5
Promoting protective and positive health factors among individuals	1	2	3	4	5
Promoting individual productivity and academic performance	1	2	3	4	5

Establishing Vision, Goals and Objectives

- Be grandiose as well as realistic
- Specify desired outcomes
- Build upon guiding principles
- Work on the big picture first, then fill in details later to make the objectives measurable
- Begin to think about monitoring processes and evaluation

ACTION PLANNER

Complementing the process of providing the groundwork for the campus program are the tasks of clarifying needs and assessing resources. These tasks provide the opportunity for the Task Force to begin to review what's happening on campus and what resources are currently being used to support the existing efforts.

- Clarify Needs and Assess Resources
- Set Vision and Goals
- Determine Guiding Principles
- Establish a Task Force

Identify Needs and Assess Resources

- Clarifying needs is vital to have appropriate initiatives
- Consider a variety of processes
- Some needs assessments can serve as baseline data for post-implementation evaluation
- Engage various groups to help
- See IMPACT Evaluation Resource

for protocols, planning guides, instrumentation
<https://capb.gmu.edu/resources/collage/review/>



ACTION PLANNER

The emphasis of this step is on prioritizing action to develop a comprehensive program that incorporates a wide range of strategies to meet the needs of diverse constituencies.

- Prioritize Action
- Clarify Needs and Assess Resources
- Set Vision and Goals
- Determine Guiding Principles
- Establish a Task Force

A comprehensive campus-based initiative engages a wide variety of campus groups and individuals as they implement a diverse set of strategies.



Components

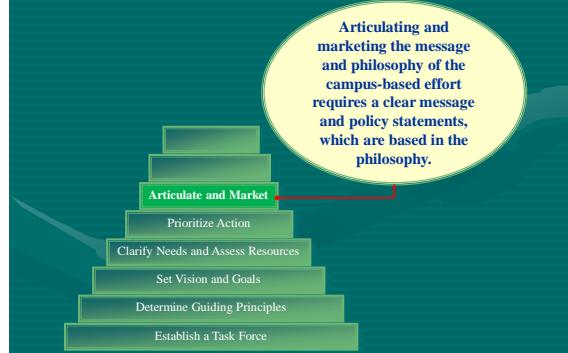


- Policies & Implementation
- Curriculum
- Awareness & Information
- Support & Intervention
- Enforcement
- Assessment & Evaluation
- Training
- Staffing & Resources

Groups

- Campus Leadership
- Coordinator
- Health and Counseling
- Student Life
- Police and Security
- Faculty
- Residence Life
- Student Government
- Student Groups
- Community

ACTION PLANNER



Communication Strategies

ACTION PLANNER



Action Planning Sheet

Planning Sheet

Planning for Goals and Objectives			
Goals, Objectives, and Activities	Schedule	Who	Resources
GOAL:			
<u>Objective #1:</u>			
Activities:			
1)			
2)			
3)			
4)			
5)			
<u>Objective #2:</u>			
Activities:			
1)			
2)			
3)			
4)			
5)			

ACTION PLANNER

The aim of the strategic planning process is to institutionalize the campus-based efforts. It is essential that, as part of institutionalization, the process continually evolves over time to allow for modification and refinement of the strategies and the overall program.

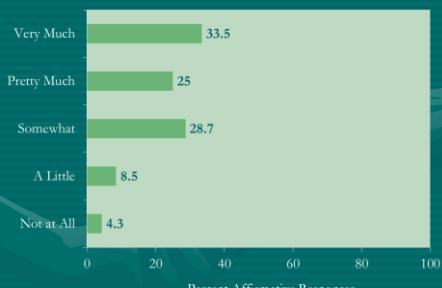


Institutionalization

- Importance of this
- Identifying areas of existing support
- Identify where support is needed

President / Chancellor Support - 2015

Mean Score: 3.75 where 1 = not at all and 5 = very much



Source: Anderson and Santos. The 2015 College Alcohol Survey

ACTION PLANNER



STRATEGIC PLANNING PROCESS DESCRIPTIONS

	Key Elements	Charts / Worksheets
Establish a Task Force	A Task Force serves as a critical component of the strategic prevention effort. Not only does this group help to identify gaps, but it also engages key stakeholders in the process.	Members of Task Force Roles of Task Force
Determine Guiding Principles	Developing the guiding principles critical for the campus initiative, as it relates to mission, vision, project goals and strategies.	Behavioral Results Desired Programmatic Emphasis Focus Areas Audience Served Process of Implementation
Set Vision and Goals	Developing vision and setting goals relative to the guiding principles and priorities of the strategic prevention effort.	Desired Outcomes: Individual Organizational Campus-wide Desired Outcomes Strategic Issues Needs Assessment Approaches Needs Assessment Resource Assessment
Clarify Needs and Assess Resources	The groundwork for the task force to begin clarifying needs and assessing resources. This step is particularly important to review what are currently being used to support mission and vision.	Needs Assessment Approaches Needs Assessment Resource Assessment
Prioritize Action	This step helps prioritize action to develop a strategic prevention program that incorporates a wide range of interventions and reaches diverse constituencies.	Strategies Audience
Articulate and Market	Developing the message and philosophy of the strategic prevention program, including message and policy statements, which are the core components of the program.	Message Assessment Message Review Summary Communications Strategies
Coordinate	Having a coordinated plan is essential to bring the activities and services of a range of offices and programs together.	Action Planning
Institutionalize	This aim is to ensure strategic planning efforts are able to have a long-term prevention effect. The process must continue to evaluate and refine the strategies and the overall program.	Annual Resource Allocation Sample Office Liaison

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Categories of Obstacles

POTENTIAL STRATEGIES TO ADDRESS OBSTACLES AND CHALLENGES

Attitudes	
Students	
Faculty and Staff	
Support and Recovery Services	
Resources	
Administrative and Managerial	
Institutionwide	
Other	

OBSTACLES	
Limited resources	
Student perspectives, attitudes, beliefs	
Old perspectives, lack of knowledge, not understanding dependence issues	
Other issues are higher priority	
No sense of urgency	
Attitudes among faculty and staff	
Lack of desire to invest time for planning	

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Why Challenges and Obstacles?

Begin with the end in mind

Know the challenges to the extent possible – not have these as unknown factors

Make plans to address these in an orchestrated, organized manner

Strategies for Overcoming Challenges
Build a plan using consensus strategies.
Obtain buy-in from a range of constituencies; collaborate with others' causes.
Be public with vision, goals, objectives, measures.
Be playful (use Force Field Analysis or other processes).
Be strategic.
Seek varied support and voices.
Become institutionalized and valued.
Be vocal.
Have a proactive focus.
Gather data and show results (areas of progress and lack of progress).
Demonstrate understanding of institutional/cultural context and rationale for results.
Continue to grow and evolve.

FORCE FIELD ANALYSIS

Desired State of Affairs	_____
Restraining Forces	
↓ ↓ ↓ ↓ ↓ ↓	
Current State of Affairs	_____
Driving Forces	
↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑	
<ul style="list-style-type: none"> • Problem Specification • Desired Results • Driving Forces • Restraining Forces • Prioritization • Strategy Development 	

Force Field Analysis

Driving Forces: Consider the present status of the problem as a temporary balance of opposing forces. What are the forces driving toward change or helping to achieve the desired outcomes?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

Restraining Forces: What are the forces restraining or hindering change, or blocking movement toward the goal?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

Force Field Analysis follow-on

Strategy Development:

a. Identify two of the Driving Forces and outline a strategy for increasing its potency.

Driving Force 1. _____

Driving Force 2: _____

b. Identify two of the Restraining Forces and outline a strategy for reducing its potency.

Restraining Force 1. _____

Restraining Force 2: _____

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“The goal of making our campuses healthier and safer living and learning environments is attainable; sharing our strategies and resources will enable us to more quickly maximize our students’ potential. We are confident that vision, patience, and perseverance will help us to minimize alcohol abuse on campuses.”

As stated in the Promising Practice: Campus Alcohol Strategic Toolkit
<https://caph.gmu.edu/resources/college/implementation>

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