Action Planning: Taking On Challenges and Obstacles

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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

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

http://caph.gmu.edu/resources/college/cover
ACTION PLANNER

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

An organizing leadership group (such as Task Force, Commission, or executive council) serves as a critical foundation for a campus’ effort. Not only does this help in the efficiency of the campus efforts, but it also engages key stakeholders in the process.

Task Force Members

Members of the Task Force will be a range of campus and community offices and agencies, including but not limited to:
- upper level administration
- academic affairs
- student services
- health and counseling
- police and security
- faculty
- student government
- fraternities and sororities
- public affairs

Determining the guiding principles is critical for the campus-based initiatives, as it is the foundation of the program’s goals and strategies.

Potential Categories for Guiding Principles

- Behavioral Results Desired
- Underlying Emphasis of Programmatic Effort
- Focus of Campus Efforts
- Audience Served
- Context
- Process of Implementation

Guiding Principles Planning

Underlying Emphasis

- Respect for the rights of others
- Respect for property
- Responsibility for one’s own actions
- Responsibility for group’s actions
- Opportunity to make an informed personal choice
- Awareness of the impact of behavior on self
- Awareness of the impact of behavior on others
- Preventative approaches to reduce risks
- Focus on negative consequences on campus
Guiding Principles Planning

Focus

Focus of Campus Efforts:
- Environmental change
- Individual change
- Systematic, organized emphasis by student groups
- Prevention of problems
- Provision of treatment and aftercare services
- Campus-community partnerships
- Stage patterns (bac, alcohol, problems, dependence)
- Emphasis on knowledge and attitudes
- Emphasis on behavioral results

Guiding Principles Planning

Context

- Balancing student problems is best done within a comprehensive and long-term focus.
- Campus-based problems and concerns are reflections of the social context.
- Student knowledge, attitudes, and practices reflect their upbringing and overall social background.
- Problems which arise within the area of concern such as an alcohol-related problem 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 provide the well-being of all members of its community (students, faculty, staff, and patients).
- Institutions are primarily engaged in the academic development of students.
- Students learn best when they are not confronted by alcohol use or negative consequences related to alcohol.
- The university should promote an environment which promotes critical thinking skills among all members of the campus community.
- When a person's alcohol use negatively affects campus life, institutional consequences should result.
- Alcohol misuse by all members of the campus community should be addressed.
- The majority of individuals in society and on campus must 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

Developing vision and setting goals evolve from the guiding principles and provide a focused framework for the campus effort.

Set Vision and Goals

Determine Guiding Principles

Establish Task Force

Worksheet 2: Desired Outcomes

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Reducing harms of alcohol consumption</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reducing current quantity of alcohol consumed per day</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reducing overall quantity of alcohol consumed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reducing rates of high-risk drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reducing binge drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reducing negative consequences associated with denial</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reducing environment which promotes harmful drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Promoting positive and healthy lifestyle among students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Promoting individual productivity and academic performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Setting Vision and Goals

- 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

Establishing Vision, Goals and Objectives
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.

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://caph.gmu.edu/resources/college/review

ACTION PLANNER

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
Articulating and marketing the message and philosophy of the campus-based effort requires a clear message and policy statements, which are based in the philosophy.

Having a coordinated plan is essential to blend the activities and services of a range of people in an organized way.

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 mean = not at all to 5 = very much

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Very Much</td>
<td>33.5</td>
</tr>
<tr>
<td>Pretty Much</td>
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<tr>
<td>Somewhat</td>
<td>28.7</td>
</tr>
<tr>
<td>A Little</td>
<td>8.5</td>
</tr>
<tr>
<td>Not at All</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Source: Anderson and Santos. The 2015 College Alcohol Survey

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Categories of Obstacles
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 strategic (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

<table>
<thead>
<tr>
<th>Desired State of Affairs</th>
<th>Restraining Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current State of Affairs</td>
<td>Driving Forces</td>
</tr>
</tbody>
</table>

- Problem Specification
- Desired Results
- Driving 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 in helping to achieve the desired outcome?

| 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 | g | h |


Force Field Analysis follow-on

**Strategy Development**

1. Identify two of the Driving Forces and outline a strategy for increasing its potency.
   - Driving Force 1
   - Driving Force 2

2. 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.”

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https://caph.gmu.edu/resources/college/implementation