

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?

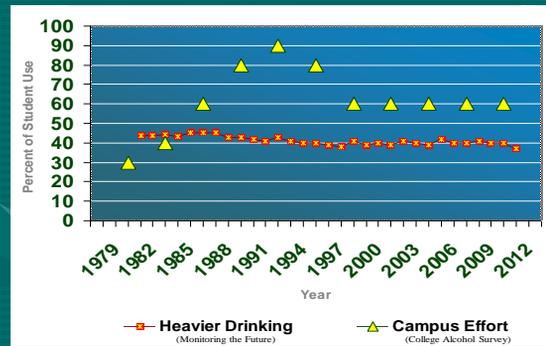
The need to be more planful, organized, intentional,
focused

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



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

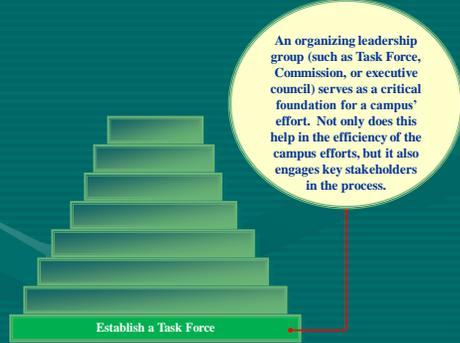


<https://caph.gmu.edu/resources/college/create>

ACTION PLANNER



ACTION PLANNER

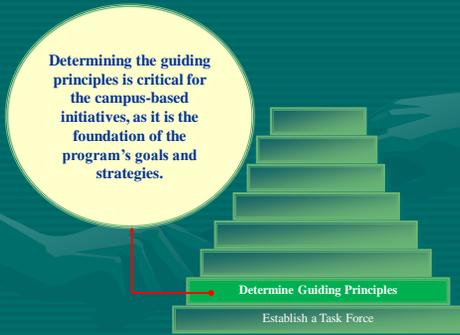


An organizing leadership group (such as Task Force, Commission, or executive council) serves as a critical foundation for a campus' effort. Not only does this help in the efficiency of the campus efforts, but it also engages key stakeholders in the process.

Task Force Members

- Members of the Task Force will be from 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
 - ☐ judicial affairs
 - ☐ fraternity and sorority affairs
 - ☐ student activities
 - ☐ sports teams
 - ☐ alumni
 - ☐ residence halls
 - ☐ athletics
 - ☐ students
 - ☐ community agencies
 - ☐ other constituencies

ACTION PLANNER



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*

- Underlying Emphasis of Programmatic Effort:
- ☐ 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
 - ☐ Preventive approaches to reduce risks
 - ☐ Focus on negative consequences on campus

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:

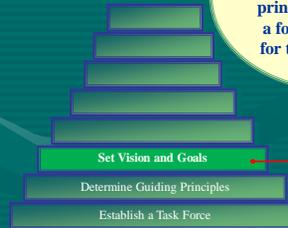
- † Addressing alcohol problems is best done within a comprehensive and long-term focus.
- † Campus based problems and concerns are reflective of the societal context.
- † Students' knowledge, attitudes, and practices manifest their upbringing and overall social background.
- † Factors which underlie 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

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



Setting Vision and Goals

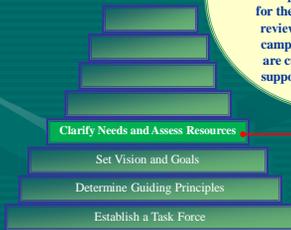
Worksheet B: Desired Outcomes					
Individual	Not at all important				Very important
	1	2	3	4	5
Reducing overall quantity of alcohol consumed per week	1	2	3	4	5
Reducing quantity of alcohol consumed per drinking occasion	1	2	3	4	5
Reducing occasions of high-risk drinking	1	2	3	4	5
Reducing harm associated 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.



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/collece/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.



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

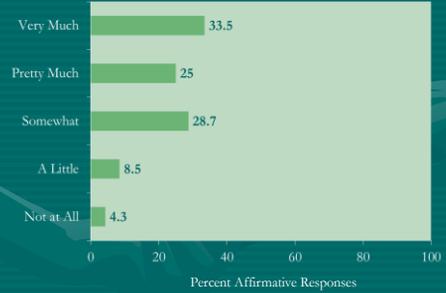
- Campus Leadership
- Coordinator
- Health and Counseling
- Student Life
- Police and Security
- Faculty
- Residence Life
- Student Government
- Student Groups
- Community

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	Chairs' Worksheets
Establish a Task Force	A Task Force serves as a critical foundation for initiating a campus prevention effort. Not only does this help in the effort's efficiency, but it also engages key stakeholders in the process.	Members of Task Force
Determine Guiding Principles	Determining the guiding principles is critical for the campus initiative, as it is the foundation of the program's goals and strategies.	Behavioral Results Desired Programs/strategies Focus of Campus Efforts Audience/Served
Set Vision and Goals	Developing vision and setting goals involve first the guiding principles and providing a basic statement for the campus effort.	Overall Process of Implementation Desired Outcomes: Individual Desired Outcomes: Group Desired Outcomes: Encouragements
Clarify Needs and Assess Resources	The groundwork for the campus program involves the basic of clarifying needs and assessing resources; these provide the opportunity to determine what is currently being used to support existing efforts.	Potential Issues Needs Assessment/Assessments Needs Assessment Needs Assessment Resource Assessment
Prioritize Action	The Task Force provides ideas to develop a comprehensive program that incorporates a wide range of strategies that meet the needs of diverse constituencies.	Strategies Audience
Articulate and Market	Articulating and marketing the message and philosophy of the campus program requires a clear message and policy statements, which are based on the philosophy.	Message Assessment Message Review Summary Communications Strategies
Coordinate	Having a coordinated plan is essential to best use the activities and services of a large group of people in an organized way.	Action Planning
Institutionalize	The goal of the strategic planning process is to institutionalize the prevention efforts. The process must continually evolve over time to allow for modification and refinement of the strategies and the overall approach.	Annual Resource Allocation Campus 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

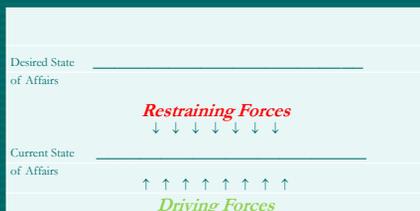
Know the challenges to the extent possible –
not have these as unknown factors

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 **planful** (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



- 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?

- _____
- _____
- _____
- _____
- _____
- _____

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

- _____
- _____
- _____
- _____
- _____
- _____

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 Practices: Campus Alcohol Strategies Examined

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

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