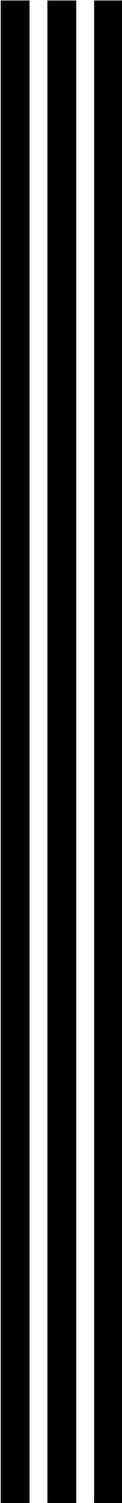


**G3658-9**

University of Wisconsin-Extension  
Cooperative Extension  
Madison, Wisconsin

**<sup>UW</sup>Extension**



# *Community Group Member Survey: Using the Results*



**August 1998**

Funding for the development and production of these materials was provided through an Innovative Program Grant. The work team included Mary Ellen Bell, Susan Futterer, Mary Gruenewald, Karen Hintz, Mary Fran Lepaska, Ann McLean, Peggy Nordgren, Pat Rychter, and Ellen Taylor-Powell.

These materials grew out of an effort dating to late 1996 when Mary Fran Lepaska and Ann McLean, co-chairs of the Community Partnership sub-committee, within the Parent Support and Community Partnerships Theme Group in Family Living, initiated a process for collecting data that would tell a statewide story about the impact of Family Living's work with community groups. During the spring of 1997, a work team developed a survey instrument that was pilot tested at eight sites. The instrument was revised and instructions developed for widespread distribution and use of the *Community Group Member Survey* by October 1997. At that time, assistance was requested through the Dean's Innovative Program Grants initiative to develop materials that would assist users of the survey to interpret their survey data and communicate their results with a variety of stakeholders. This compilation of materials is the result.

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This document and other resources on evaluation and collaboratives may be found on the web site of the Program Development and Evaluation Unit of the University of Wisconsin-Extension-Cooperative Extension at <http://www.uwex.edu/ces/pdande/>

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## Background

During 1997 a group of family living educators of UW-Extension-Cooperative Extension recognized the need to design a survey instrument to assess the work being done by community groups around the state. Extension educators found themselves increasingly involved in partnerships searching for ways to help solve problems facing families and communities. Much time and effort was going into community group work. Those involved wanted a way to document their achievements, communicate their progress and help ensure that the groups would achieve their visions.

Consequently, the Cooperative Extension educators designed a survey instrument for community group members to use in assessing their progress and outcomes. They used the growing research on community-based initiatives and their own experiences to determine the most significant questions to include in the survey. The instrument was pilot tested in eight counties with 9 community groups. Suggested modifications were made. The instrument is one, of a variety of data collection procedures, for evaluating progress and outcomes.

Beginning in early 1998, interested community groups began using the survey. Group members complete the questionnaire and data are analyzed. But appropriate interpretation and use of survey data are critical if the assessment process is to be of benefit. This manual is to help groups understand and interpret their data. It is to help groups use their results **internally** to improve group performance and **externally** to communicate their work and promote the group among others.

The results of the survey have a variety of uses:

### A. **Internally** within the group

- To identify strengths, aspects or achievements to celebrate
- To identify areas needing attention or improvement
- To help clarify issues and/or build consensus
- To provide direction, inform group decision making

### B. **Externally** with others

- To promote the group within the community
- To increase understanding of the group's work
- To communicate within one's own agency
- To use in grant applications or funding requests
- To build group visibility in the community
- To recruit members

For more ideas and research information related to evaluating community groups, refer to University of Wisconsin-Cooperative Extension publication G3658-8, *Evaluating Collaboratives: Reaching the Potential*, July 1998 available from your Wisconsin County Extension Office or from Cooperative Extension Publications, Rm 170, 630 W. Mifflin St., Madison, Wisconsin 53703. Phone 608-262-3346. <http://www.uwex.edu/ces/pdande/>

# SECTION 1

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## Using Survey Results within the Community Group

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- Overview
- Report: Using Survey Results within the Community Group
- Survey Questionnaire

## Overview

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The following report is an example only. The data are taken from several groups and do not represent any one group. It illustrates a comprehensive report that can be used to promote learning and action within the group. Having the group itself engage in data interpretation and report development builds understanding and commitment. For maximum benefit, it will be important to spend time with your data and the information provided in this example report.

The report is organized by survey question. Under each question, there are 4 sections:

1. Research relevant to the question
2. Results, presented in graphical display. Sometimes several graphical options are offered.
3. Key findings
4. Discussion questions to stimulate group discussion and action. Questions need to be selected as appropriate to the results and the community group

## How to use this report

You may wish to develop a report very similar to this one using your group's own data. Or, you may wish to adapt this model. You can shorten this report in any number of ways. You may wish to focus on a few questions, rather than all the survey questions. You might use other charts and tables or use all frequencies rather than percentages. You might discuss a few questions over a series of meetings. Or, a full educational program might be developed combining your survey results with other resources to address the learning needs of your community group.

## Response Rate

Look at the response rate for your community group survey and determine the most appropriate way to talk about your survey data. Unless all members of the group completed a questionnaire, it will be unwise to generalize. Learn from the responses given but do not generalize to all members.

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# Fruit County Healthier Partnership

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Community Group Member Survey:  
Results and Discussion

July 1998

*“Together We Can Make A Difference”*

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# Fruit County Healthier Partnership

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## Community Group Member Survey: Results and Discussion

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## Executive Summary

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During the spring of 1998 the Fruit County Healthier Partnership undertook a survey of its members to assess how well the group is functioning and the outcomes it is achieving. Using a research-based survey questionnaire developed by University of Wisconsin-Cooperative Extension, the group asked all members to participate. Thirteen of fifteen members responded to the survey. The results will be used to help improve our work and ensure that the desired impacts are achieved.

### What Did We Learn

How a group functions directly affects what the group accomplishes. Many factors influence the ability of the group to function effectively. The survey looked specifically at a number of factors that have been identified as influencing the effectiveness of community-based initiatives. A summary of the findings follow:

- Not everyone envisions the same purpose for the group. Because having an understood mission that is agreed upon is so important, the group needs to clarify the diversity in perspective that exists.
- Ten community sectors are represented in the membership, indicating that the group has achieved broad representation. Just over half of the members are volunteers.
- Members have been participating in the group from 5 to 28 months. It appears that the group is able to recruit new members as well as maintain some stability in membership. The average length of participation is nearly 16 months indicating the level of commitment that exists. Members commit an average of 20 hours a month to group work. There is considerable range in time allocation, however, from 2-72 hours per person per month.
- All members view themselves as actively engaged and sharing in leadership of the group. Member involvement has increased over time as expected.
- Members rated group functioning fairly well across a variety of aspects. Highest ratings were given to making inter-organizational links and developing group procedures. Lowest ratings were given to listening to minority views and communicating all views, signaling areas for attention.
- Members feel valued and comfortable in the group but several are somewhat dissatisfied with the group's progress; again, another area for attention.

A community group may achieve a variety of outcomes. Most usually we think of outcomes as improvements for the clientele or participants of a group-initiated program. Often, however, benefits also accrue for the individual members who work in the community group. Benefits also may occur for sponsoring agencies and ultimately for the community in general. The questionnaire asked members to think about a range of possible outcomes. Members' responses follow:

- All members indicate that the group has had a significant impact of them, most notably in terms of an increased understanding of community needs and assets and having the sense that together they can make a difference. Members felt the lowest impact in the areas of grant writing, influencing local policies and resolving conflict within the group.
- A number of positive outcomes have resulted that benefit the community. These include
  - the new family resource center,
  - changes in the YMCA to meet youth needs,
  - improved community planning
  - networking within the community.
- The group's work, however, is not done. Nearly all members feel the group is continuing to work on the priority community need, and is helping set community direction and build community cohesion.

## **Next Steps**

We will continue to review the findings of the survey and discuss the implications for our group work. A retreat is planned for summer 1998 to fully review the results, the materials received and decide upon an action plan.

## **Purpose of the Survey**

---

Healthier Partnership started in 1996 to build healthy families throughout all of Fruit County. A group of concerned people came together to respond to the urgent needs of families who find themselves dealing with alcohol and drug abuse, divorce, child care, health care and disengaged youth. Starting with a core of 5 individuals, the group has grown to include 15 members representing parents, business, health, seniors, government law enforcement, UW-Extension, social services, day care, and youth. We are dedicated to making our families stronger.

But good intentions do not always lead to desired results. The group has been working for over two years so there was interest in its effectiveness, efficiency and outcomes. Are members satisfied with the group's progress? Is the group functioning well? Are Fruit county families better off as a result of our work? Using a research-based survey instrument developed by University of Wisconsin-Cooperative Extension, the group decided to undertake an assessment of its process, progress and outcomes. It was felt that the results of the survey would help the group improve its performance and provide documented evidence of results to share with others.

### **How the survey was conducted**

All members present at the March 1998 meeting completed a questionnaire. Absent members were mailed the questionnaire and asked to return it. Thirteen of fifteen members completed the questionnaire. The UW-Cooperative Extension family living educator compiled the questionnaires and sent them to Madison for data processing. Data were analyzed using SPSS, Statistical Package for the Social Sciences, and the results returned to the group. The family living educator then chaired a committee that reviewed the data, interpreted the findings and prepared the following report.

Because not all members completed the questionnaire, the results reflect the opinions and perceptions of thirteen of its members.

## QUESTION 1 *Which of the following best describes our community group?*

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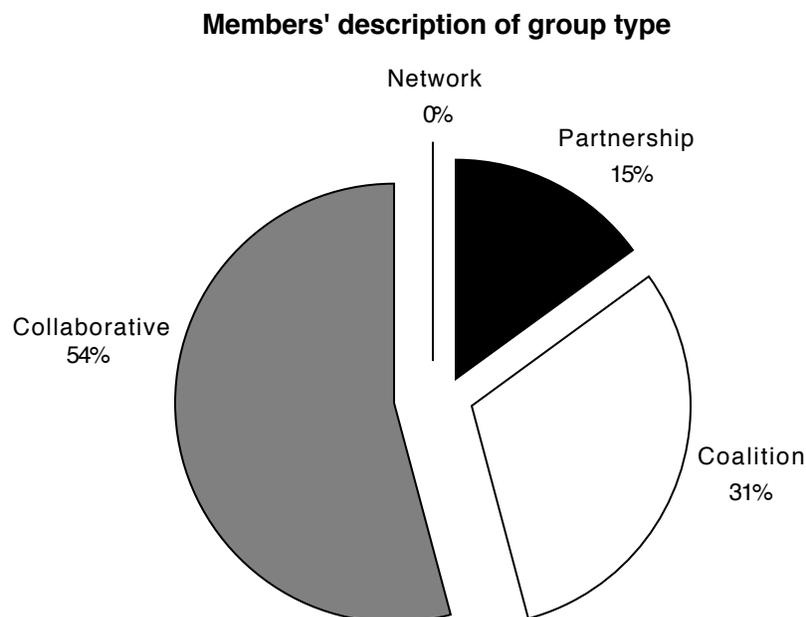
Purpose and characteristics of community groups vary. All groups may be working toward helping to solve a community issue or problem, but the extent to which groups share resources and develop a common identity differ. Some groups exist primarily to share information. Others exist to achieve a common vision. Research tells us that group work is affected by the extent to which group members have similar understandings of the purpose and expectations of the group (Winer and Ray, 1994; Mattessich and Monsey, 1992).

Names given to community groups distinguish them by purpose and structure. They might be known as:

- **Networks:** Members interact primarily for the purpose of exchanging information and communication.
- **Partnerships:** Members provide helpful resources to support each others' interests and goals. There is some joint planning and activity, but resources are separate.
- **Coalitions:** Members work together on goals that are complementary. There is coordination and some sharing of resources.
- **Collaboration:** Members share (or are working toward) a common vision that links diverse interests. Actions are jointly created and resources, authority and decision making are controlled in the group.

The list above suggests a continuum—from less sharing to more sharing, from networking to collaboration. Not all groups need to function as a collaborative. Sometimes, they need only to exchange information and communicate. What is important is that members understand the purpose of the group. It is important to have goals and objectives that are clear to all members and which can be realistically achieved. Groups in which members understand and agree upon their mission and purpose will function more effectively than groups that do not.

### Results



## Key Findings

- Just over half (54%) of the members who responded to this survey view themselves as sharing (or working toward) a common vision where the group might be called a collaborative.
- Almost a third (31%) of the respondents view themselves as having complementary goals where the group might be called a coalition.
- A diversity in perspective exists.

## Discussion Questions

1. Review the response options listed in Question 1. What do these options mean to members? How did members interpret these words?
2. Do the results indicate that members understand the group's purpose differently or did members merely interpret the words differently?
3. What is the reason for the way members responded?
4. What do the key findings tell us about our community group?
5. Based on our group's mission and purpose, what type of community group do we want to be, now and in the future?

Note: Use this question to facilitate discussion and common understanding of the group's purpose

## **QUESTION 2 *Who do you primarily represent as a member of this group?***

---

Community groups often work on complex problems affecting families, youth, or the elderly. These problems do not affect just one individual or one family. Nor can they be resolved by one individual or one group. A basic feature of collaborative work is the power that comes by working together, across diverse perspectives.

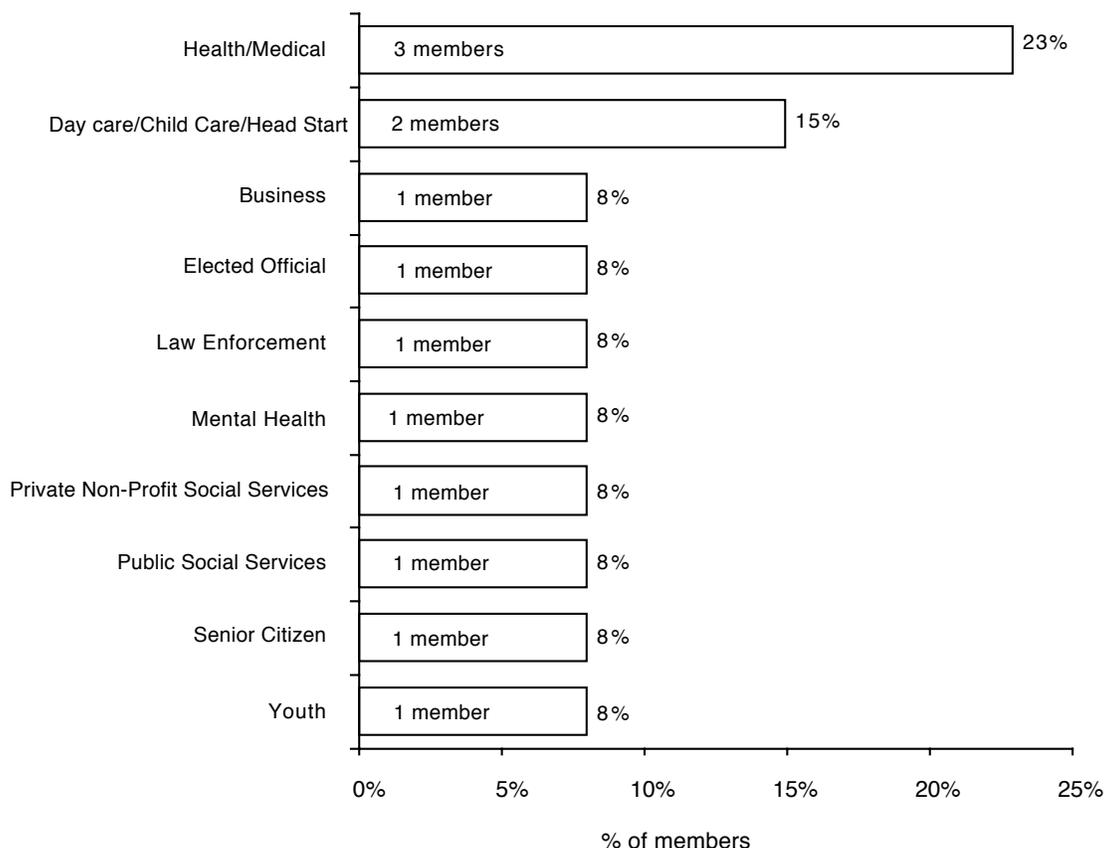
Research tells us that community-based initiatives are more effective when all key perspectives are represented. Who members represent and the diversity within the group affects group functioning, access to resources and outcomes. The number of community sectors represented affects the number of activities completed and resource mobilization (Kegler, 1995). An individual may represent several interest groups. Or, they may be connected to (influenced by or influence) interests and resources outside the group itself. Likewise, it is possible to be involved or have one's interests represented without being a member of the group. Not all stakeholders are able or willing to participate as group members. The most important matter is that all voices are heard through a conscious and systematic process.

Because groups evolve and develop, membership does not remain static. Certain interests and expertise may be more pertinent at certain times. Individuals can bring key perspectives or expertise when needed through short-term assignments or as members of ad hoc committees or task forces.

The response to this question gives a portrait of the group's composition at the time of the survey. It indicates the scope of representation and whether some professions or interests are under-represented. Because some members may represent more than one interest—parent as well as a health professional, for example—who the member is actually speaking for may need to be clarified. The member's affiliation and allegiance is likely to influence his or her responses to other questions in the survey.

## Results

### Group composition



### Key Findings

- Ten different groups or interests are represented by the responding members.
- Highest representation is from the health sector.

### Discussion Questions

1. What is the issue or concern the group is working on? Who is affected or has a stake in the issue? Is the current representation appropriate?
2. Whose voices are being heard through our members?
3. Who is under-represented or not represented?
4. Is our current membership appropriate?
5. Are key stakeholders being involved in other ways...through focus groups, committee work, or other means?

6. Do members link to key influentials or important nonrepresented individuals or groups?
7. Resource acquisition is a major concern for community groups. Does our membership have the ability to access needed resources?

### **QUESTION 3 *How long have you participated in this community group?***

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Length of participation affects group success and accomplishments. Effective groups have members who have been a part of the group for varying lengths of time. New members with fresh energy and perspectives are blended with longer-term members who provide continuity and stability to the group.

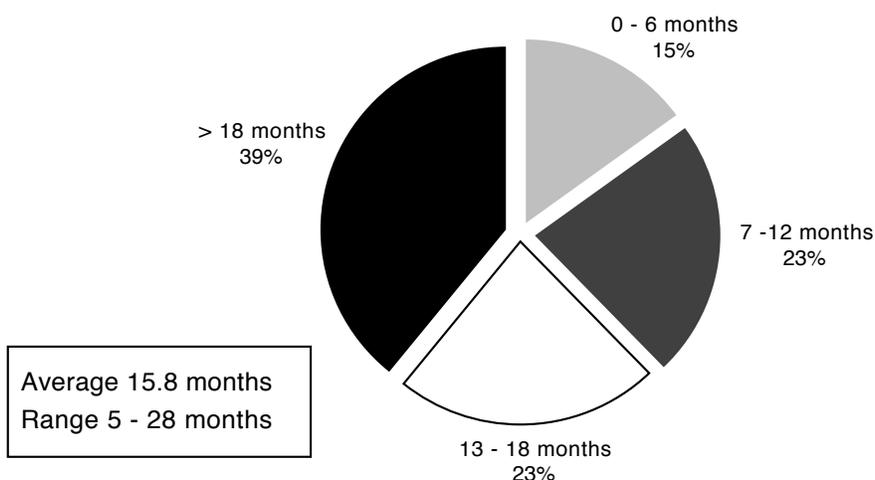
Successful groups usually have a system for recruiting and retiring members. Groups need to plan for the inevitable loss of involvement by group members. Creating a smooth transition for bringing new members on board, as well as acknowledging the efforts of those previously involved, are important to reach the highest possible level of group success. Community groups may want to consider where they are in terms of trust and relationship building as they bring new people to the group. Stability within a group can be an asset in achieving goals, especially when combined with a broad level of involvement throughout the community.

Community problem solving is a long-term process. Commitment to the group work is essential. Developing commitment may take time, depending upon how familiar the members are with each other, their experience in previous group work, the purpose of the group and the readiness of the community to embrace the initiative. Newly formed groups often need time to achieve a level of trust among members and develop operational procedures before they can accomplish the goals they may desire in the community.

Groups often have a structure for involving people on a short-term basis to accomplish a specific task or meet a special need. Typically, such members are not considered a part of the core group. Depending upon how this survey was conducted, such members may or may not have completed the questionnaire.

## Results

### Length of participation



As you look at your results, newly formed groups will not have the same variation in length of participation as older groups. How long has your community group existed?

### Key Findings

- Variation in length of participation is evident. The group includes members who are relatively new to the group as well as several who have been with the group over 18 months.
- Stability in the group is evident. Five of the members who responded to the survey have been with the group more than 18 months.
- Average length of participation in the group is 15.8 months.

### Discussion Questions

1. What factors have influenced the length of participation in the community group?
2. Do we have a good mix in length of participation among members?
3. What are our expectations about length of commitment to this group?
4. Do we have a process for bringing in new members and training them?
5. Do we have a process for retiring members; for celebrating the efforts of members leaving the group?
6. How does the length of member participation in the group relate to possible group success in accomplishing goals?

## **QUESTION 4 *What kind of roles have you played in the past 12 months and before then in the community group?***

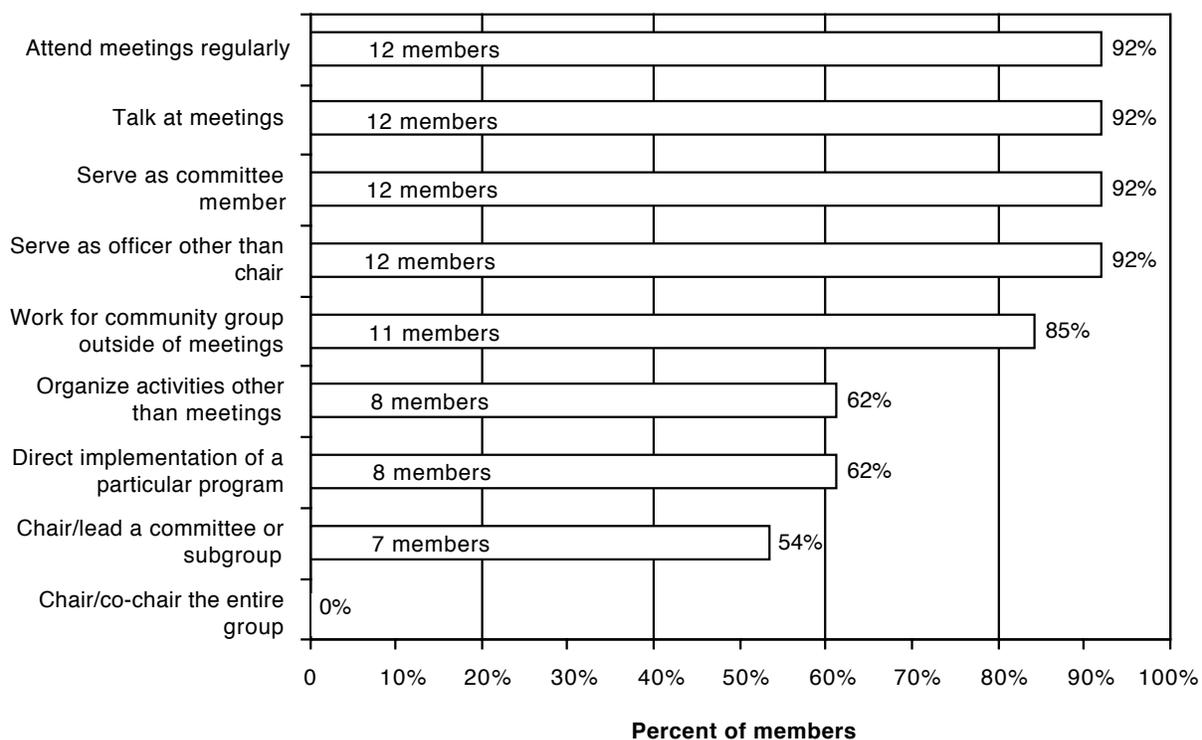
To function successfully, community groups need people who serve in a variety of roles. The exact number and types of roles will depend upon the purpose and size of the group. Typical roles involve attending and participating at meetings, working on committees, implementing activities, working for the group outside of meetings and a variety of leadership roles (see items listed in question 4). Community patterns and norms often influence the roles played by individual members. However, member involvement affects group success. Groups with many highly involved members tend to accomplish more. Peak group performance is most likely to occur when all members are actively engaged and feel responsible for group success. This is often linked to a group structure which includes committees or work groups that allows people to participate and work to get done. The practice of breaking into work groups to accomplish tasks rather than meeting exclusively as a full group has been found to affect the number of activities completed, implementation of action plans and resource mobilization (Kegler, 1995).

The roles individual members play often change over time or according to need. Member involvement depends upon the special expertise and knowledge he or she brings to the group. Successful groups recognize and use member strengths and abilities. They also help members assume and retire roles that are most appropriate. Groups may benefit by examining trends in member involvement to determine if desired changes are occurring.

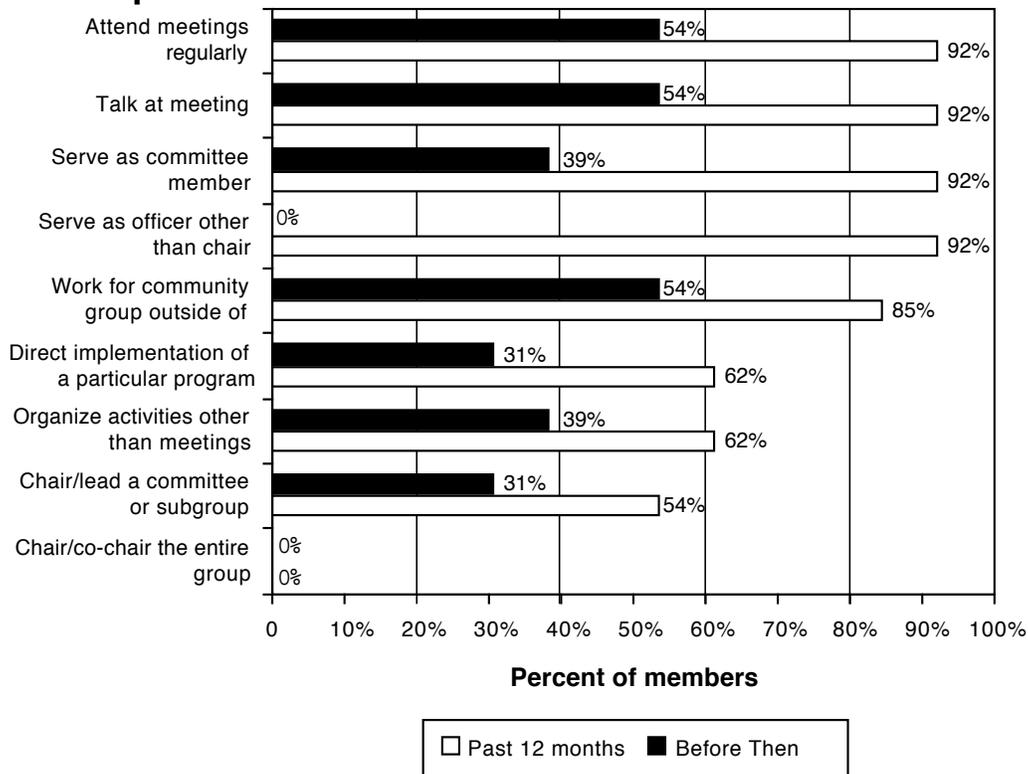
Depending upon the purpose and size of the group, a number of leadership roles may exist. Not all members will want or need to share in leadership responsibilities. However, many community groups are experimenting with innovative ways to share leadership in an effort to sustain commitment and energize group work. Groups may be examined to see to what extent they permit or encourage members to assume different roles and participate in leadership of the group.

## Results

### Chart 1: Roles played at meetings during last twelve months



### Chart 2: Comparison of roles over time



## Key Findings

### Chart 1: Roles played at meetings during past 12 months

- Data indicates that none of the 12 members who responded to this survey serves as chair.
- All 12 respondents see themselves as being actively involved in meetings, having served on committees, and as chairs of committees.

### Chart 2: Comparison of roles over time

- By comparing the two time periods, we see an increase in individual members roles over time for every role.
- The greatest change in roles has been the numbers of people serving as committee members.

## Discussion Questions

1. How may the level of member involvement affect group accomplishment?
2. Are members playing roles not listed here?
3. Are members assuming different roles over time as the group might expect?
4. Do these findings indicate that members are actively engaged? Is this what we'd hope to see?
5. Is the group using member strengths and capabilities effectively?

## **QUESTION 5 *Which of the following best describes your current situation as a participant in this community group?***

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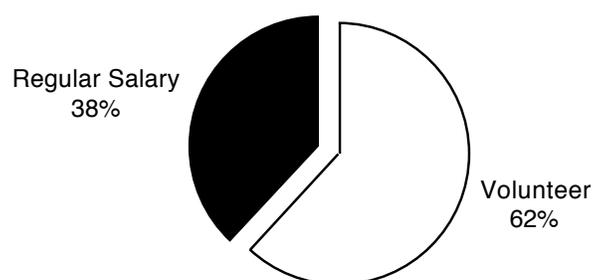
Members of community groups may be unpaid or paid, serving as a volunteer or as part of their professional responsibilities. Some groups may hire a consultant to coordinate the group's work or to provide specialized, short-term assistance, but such externals usually are not group members. In some cases, volunteers receive a stipend for their participation. Whether members are unpaid or paid—volunteer or professional—influences how much time, resources and motivation they give to group work.

In some cases, membership may be totally voluntary – a group of concerned residents initiates a collaborative in response to a local issue and determines its direction and outcomes. We might call this model a 'grassroots initiative'. In other cases, a group of professionals may come together in order to work more effectively and share resources. We might call this a 'professional model' of community group work, where the professionals direct the action. This is similar to the 'social planning model' in the social welfare literature where professionals plan on behalf of the public (Room, 1990). Some grants require collaboration among agencies and community residents so the result is a 'mixed model'. Neither one model or the other is more successful. Success depends upon the purpose of the group and the working relationships it develops. Research does indicate that a personal, vested interest is necessary for collaborative success, regardless if members are volunteers or salaried.

Your results show the makeup of your group at one point in time. Experience indicates that members feel more comfortable in groups where there are people like themselves. This may be particularly the case for volunteers in a group composed largely of professionals. The makeup of the group, however, depends upon group purpose, strategy, and situation.

## Results

### Participant status



### Key Findings

- There is a mix of volunteers and salaried members.
- More than half of the members responding to this survey are volunteers.

### Discussion Questions

1. Is this the mix of participants that suits our group's purpose?
2. Does the ratio of volunteers to salaried members make any difference in the way we communicate and work together?

## **QUESTION 6 *How many hours in an average month have you given to community group work?***

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Many things are involved for a community group to succeed. The list in question 6 presents some typical activities of a group. Your group may include these or other activities depending upon your purpose, scope and what you hope to accomplish. How members allocate their time within the group, which activities are taking the most time, and the total amount of time being spent on group work are aspects to monitor in order to ensure that all members are engaged in useful work that will achieve the group's objectives.

Community group work takes time and commitment. Often, others do not appreciate or understand the amount of time it takes to build and maintain successful community initiatives. Yet, it is important to ensure that time is being spent on productive and meaningful activities. Sometimes groups spend a lot of time in regular group meetings but get little accomplished. It is also important to ensure that time and effort is shared and not the responsibility of a few. This creates ownership, builds everyone capacities, and shares the work load. The level of activity within your group and commitment of members, as measured by hours contributed, may be aspects to celebrate and communicate to others when you are promoting your work.

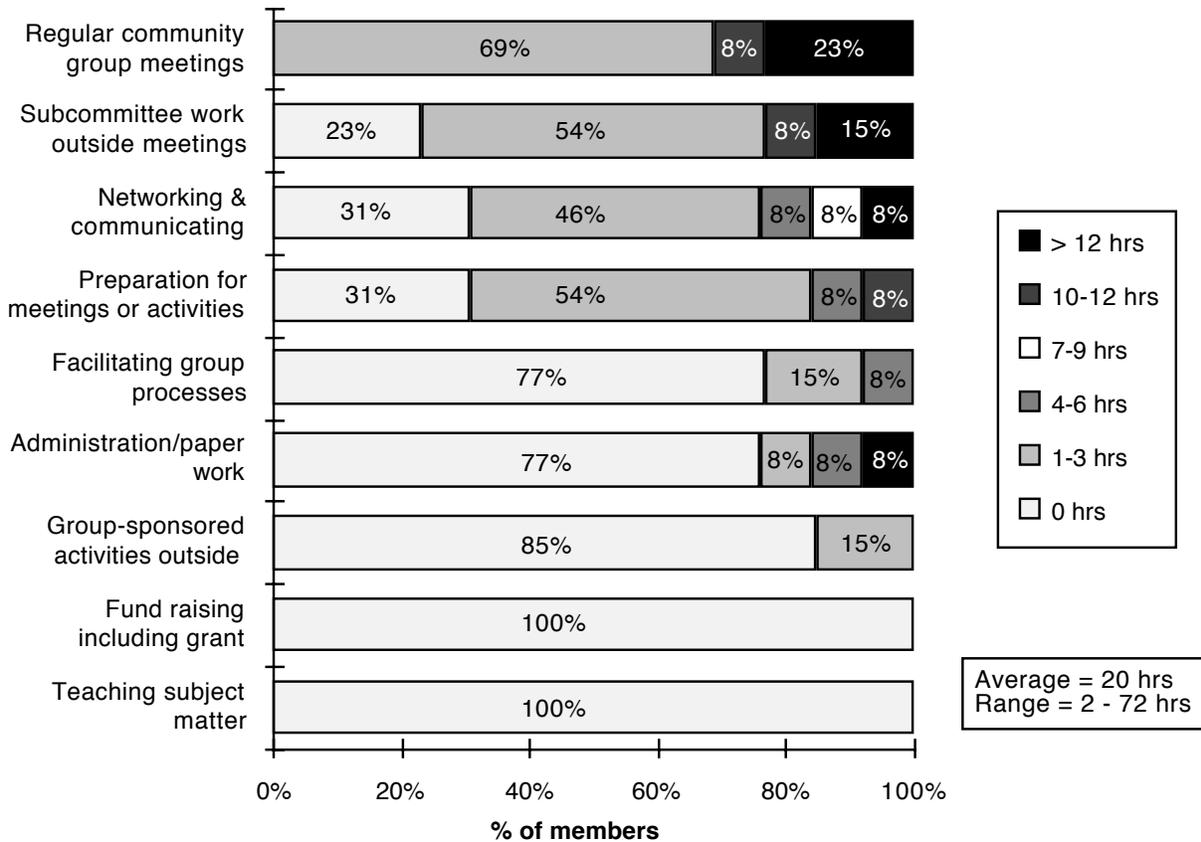
### **Results**

#### **Hours per month spent on group activities (13 members)**

Activity	Percent of respondents					
	0 hrs	1-3 hrs	4-6 hrs	7-9 hrs	10-12 hrs	>12 hrs
Regular community group meetings		69%			8%	23%
Subcommittee work outside meetings	23%	54%			8%	15%
Group sponsored activities outside meetings	85%	15%				
Preparation for meetings or activities	31%	54%	8%		8%	
Administration, paperwork	77%	8%	8%			8%
Networking and communicating	31%	46%	8%	8%		8%
Facilitating group processes	77%	15%	8%			
Teaching subject matter	100%					
Fund raising including grant raising	100%					

*Range 2- 72 hours per person per month*

## Hours per month spent on group activities



### Key Findings

- Members responding to this survey are spending, on average, 20 hours a month on group work. This ranges from two hours a person to 72 hours a person spent on group work.
- A few members appear to be spending considerable time in group work.
- None of these members are involved in teaching subject matter or fund raising.

### Discussion Questions

1. What are our members doing and how much is each giving?
2. Are there other activities, not listed here, that members are doing?
3. Are these findings what we would expect? Would we expect to see our members allocating their time in this manner?
4. Did we all define these activities in the same way? (facilitate discussion about what the listed activities entail and if members perceived them in the same way)

5. Do these findings suggest a good use of our time?
6. Is there a correlation between time spent and outcomes? (cross reference to question 11)

## **QUESTION 7 *To what extent did the community group have an impact on you?***

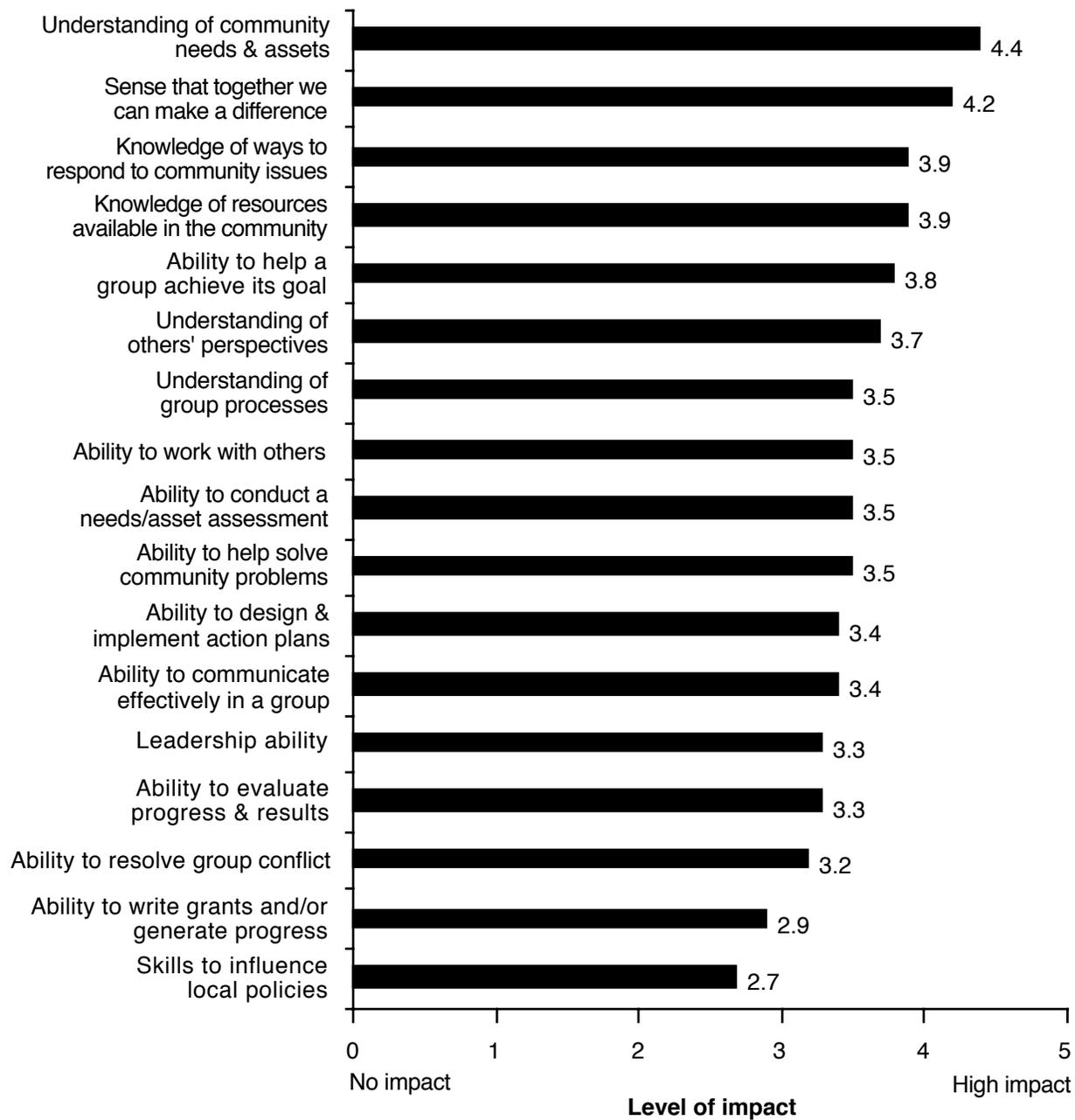
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Participation in a community group may influence members personal knowledge, beliefs or skills. While self development is not the primary purpose of most community groups, when members grow and develop new skills and abilities, the community is enriched. In some types of community development practice, the enhancement of group members is a primary outcome of the community process itself, not just an unintended consequence. When community members improve their understanding of the community, their ability to problem solve, mobilize resources, work with diverse interests, etc., they often apply or transfer the new knowledge and abilities to other situations, building ‘social capital’. Research and experience tells us that social capital—the communal relationships, values and capacities that hold society together—is the foundation of sustainable community development.

Members need to be aware of this opportunity for personal growth as a result of participating in a community group and its potential role in building healthy communities. Among other things, it can be used as a “recruitment tool” in attracting new members to the group and garnering public support. Where members do not feel the group work is having an impact on their knowledge, skills and abilities, training and other support might be considered.

## Results

### Group impact on members



## Key Findings

- Members responding to this survey indicate that the group has had an average (3) to above average (4) impact on them.
- The highest impacts are in the areas of understanding of community needs and assets and having a sense that together individuals can make a difference.
- The lowest impacts are in grant writing, influencing local policies and resolving conflict within the group.

## Discussion Questions

1. Are there any of the skills and abilities identified above that we should try to increase in our members?
2. What can we do as a community group to increase the personal growth and development of our members?
3. Are we as members gaining other benefits from participating in this group?
4. How are we using this knowledge and skills in other aspects of our lives; in other work in the community?

Note: When discussing this question, record the specific benefits that members cite – in their own words – of how the group has benefited them individually. Such comments and narratives may be used in later communications.

## **QUESTION 8 *What is the greatest impact that working in this community group has had on you as an individual?***

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Following are the written comments members provided on the survey.

- Better understanding/awareness of specific community needs.
- My knowledge of local resources, community needs, and ability to network with community members/organizations.
- Learning county stats—assets, concerns, etc.
- Made me more aware of community issues, the need to compromise even though decisions affect a lot of people. I feel I can help the families in my work program because I have more and better knowledge of community resources.
- The networking with other community agencies and working together towards our goals.
- It is showing me that a community can take care of each other if they want to.
- Being part of a group where politics actually takes a back seat has been very refreshing.
- Making a difference for youth activities!
- This group has helped me realize the impact of various community entities meeting together to identify problems and develop goals.
- Learning to work with others of diverse views and combining styles; communicating.
- Understanding of others
- You can see change in certain individuals.
- Uncertain

## **QUESTION 9: *How effectively does our group function?***

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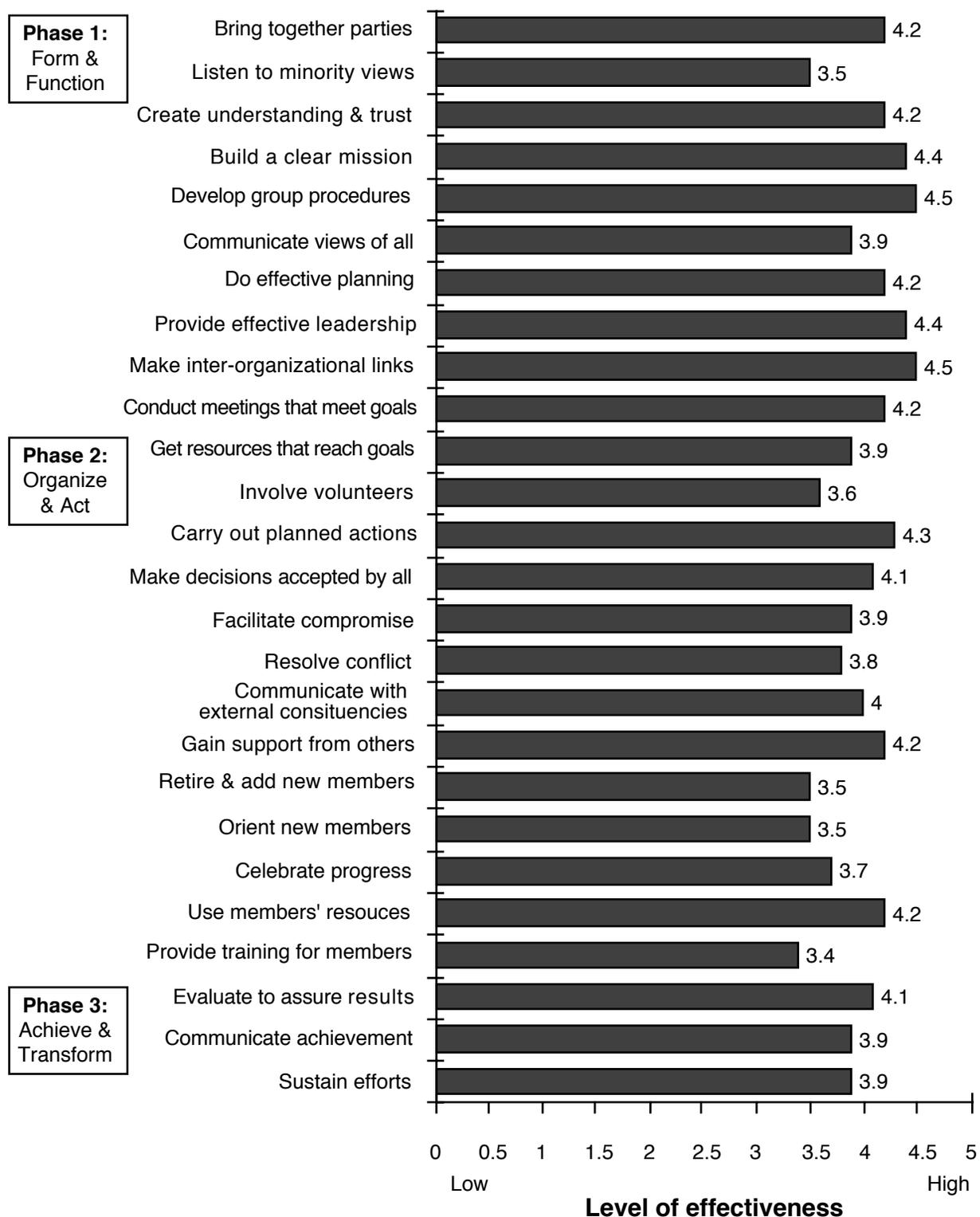
What a group accomplishes depends upon how well the group functions. “Functioning” includes many factors such as developing direction and procedures, ensuring effective leadership, listening to minority views, involving volunteers, carrying out action plans, securing resources. Research indicates that collaboratives evolve and move through loose chronological phases (Florin, Mitchell & Stevenson, 1993). These may be summarized as Phase I: Form and Focus; Phase II: Organize and Act; and Phase III: Achieve and Transform (Taylor-Powell, Rossing and Geran, 1998).

In each phase, there is a series of tasks that appear important to ensure effective functioning. These tasks, as listed in question 9, are arranged according to the phases of collaborative development. This order implies a more orderly, linear movement from one phase to the next than usually occurs in reality. But, it is useful for thinking about critical tasks and helping the group move forward. Groups often work on activities across the three phases simultaneously. The important thing is to make sure you have not neglected an important early task. (For more on phases of collaborative development, see Florin, Mitchell & Stevenson, 1993; Winer and Ray, 1994; Taylor-Powell, Rossing and Geran, 1998).

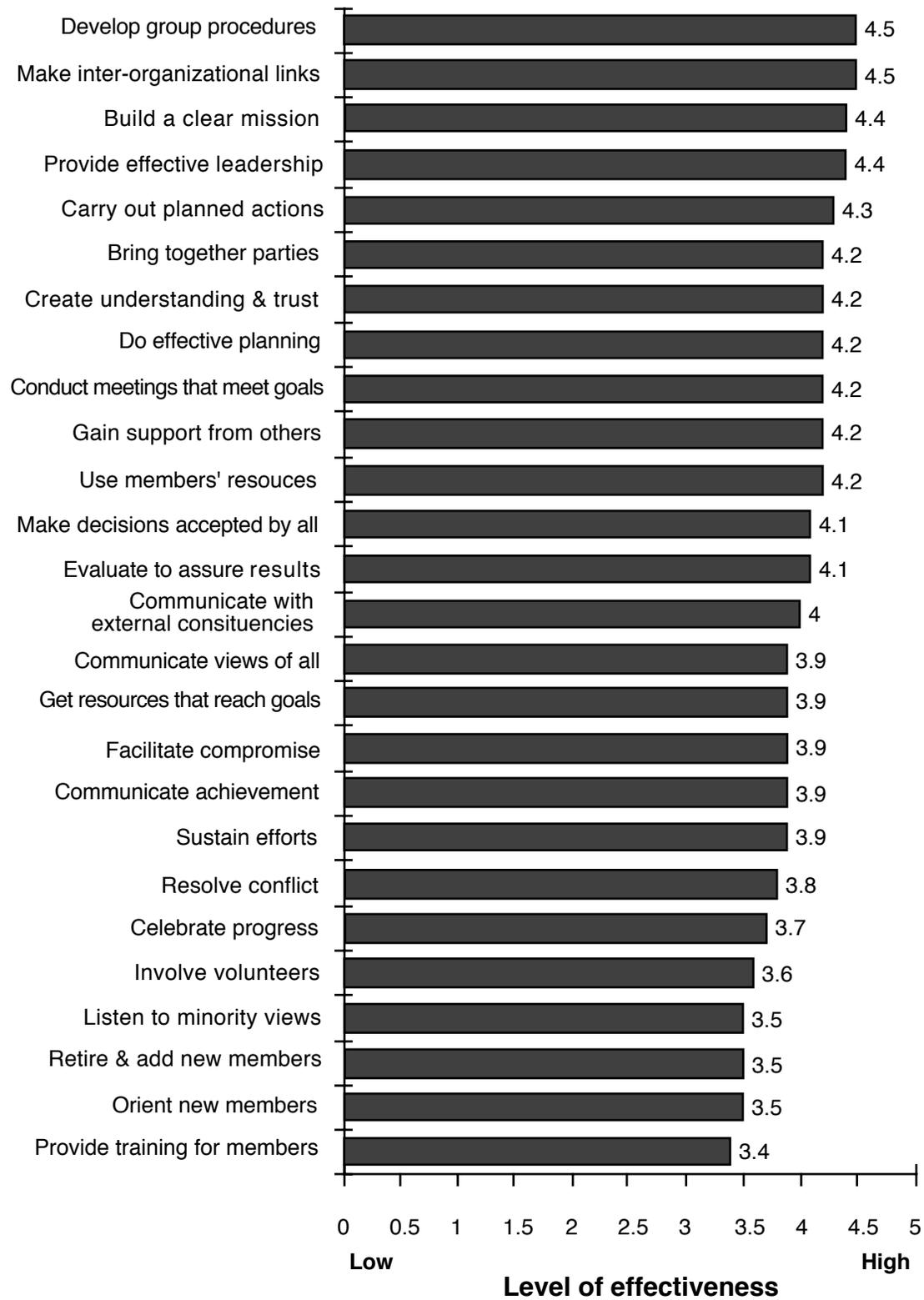
The 26 items represent tasks that are considered critical for successful group work. In theory, newly formed groups would rate highest in the first tasks, and later tasks would not yet be so important. An older group would be expected to be carrying out tasks further along the continuum. If such a group has been meeting for a while and does not rate high on some of these tasks, it may need help. Results of this question should show member perceptions of how well the group functions, signaling areas to celebrate and those needing greater attention. It is important to note that developmental phases generally apply to community groups which are working as collaboratives, not to groups which do not need to achieve consensus or a common vision.

## Results

### Chart 1. Effectiveness of Group Functioning by Phase



**Chart 2: Effectiveness of Group Functioning from Highest to Lowest**



## Key Findings

### Chart 1: Effectiveness of Group Functioning by Phase

- The group is attending to tasks across all phases, illustrating the dynamic nature of group work and interrelationships of tasks.
- The highest level of achievement shows up in the important early phase and the tasks that deal with forming and setting focus. This might indicate that the group has a sound foundation.
- Lowest ratings, within Phase 1, were given to listening to minority views and communicating all views.

### Chart 2: Effectiveness of Group Functioning from Highest to Lowest

- The range of response is from 4.5 to 3.2 on a 5-point scale, signaling areas of greater satisfaction and those perhaps needing attention.
- What are our real strengths and weaknesses?
- Members rated the group highest in making inter-organizational links and developing group procedures.
- Lowest ratings were in terms of orienting new members and training members.

## Discussion Questions

1. What factors may have influenced members perceptions about group functioning?
2. Are there any surprises in these results?
3. How might the purpose of our group influence the way the group functions?
4. Are there other ways in which our group is functioning really well? Not very well?
5. Are there some areas we need to pay attention to? Which ones? What should we do?
6. How should we do this—what are our action steps? Who will be responsible for what? What are our timelines?

## QUESTION 10 *Members' satisfaction with the group*

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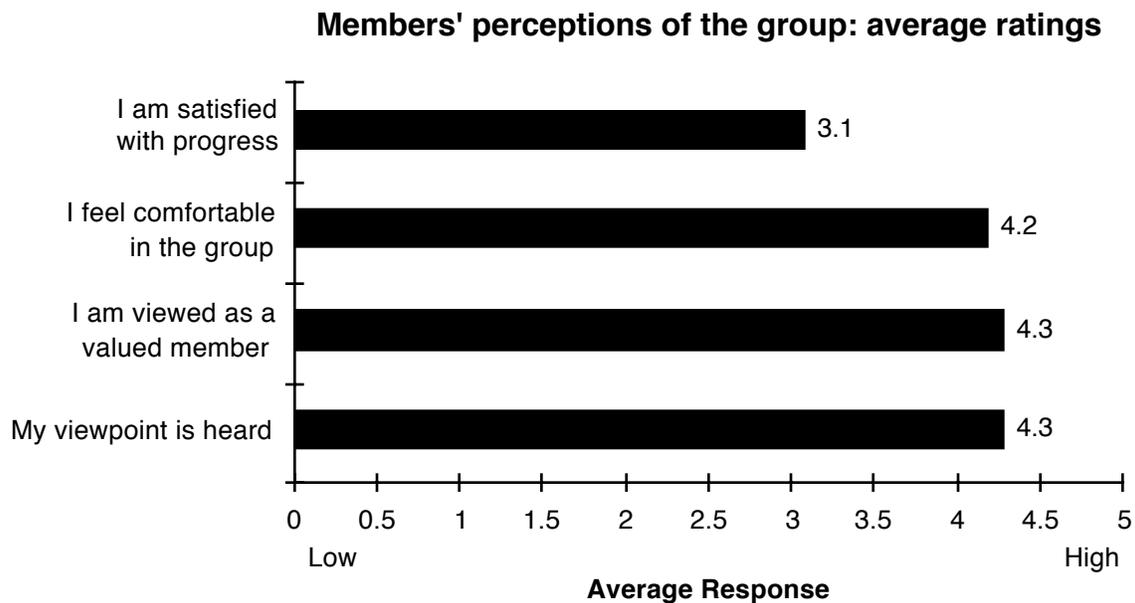
Building mutual respect, understanding and trust among members is crucial. Whether members feel valued, accepted and comfortable in the group affects their participation, and, ultimately, group outcomes.

According to research (Winer and Ray, 1994) the following are key components in developing and enhancing trust:

1. Choosing a neutral convener who is supportive and flexible with good organizing and interpersonal skills.
2. Holding effective meetings that build relationships, provide valuable information, and lead to making important decisions.
3. Involving everyone in the meetings by attending to planning, process, people and paperwork.
4. Disclosing individual and organizational self-interests.

It is important to periodically assess how members feel about the group—levels of interactions, trust and satisfaction.

### Results



## Members perceptions of the group (13 members)

	Infrequently		Sometimes		All the time	Ave.
	1	2	3	4	5	
My viewpoint is heard	0%	0%	15%	38%	46%	4.3
I am viewed as a valued member	0%	0%	8%	54%	38%	4.3
I feel comfortable in the group	0%	0%	15%	46%	38%	4.2
I am satisfied with group's progress	8%	31%	38%	31%	0%	3.1

## Key Findings

Percent of respondents who said “most or all of the time”:

1. My viewpoint is heard 85%
2. I am viewed as a valued member 92%
3. I feel comfortable in the group 85%
4. I am satisfied with the groups progress 31%

## Discussion Questions

1. Are we satisfied with these findings?
2. What is the reason(s) for different responses among members?
3. Are some members feeling less valued, less satisfied than others? Possible reasons?
4. What can we/should we do about this?
5. How can we better develop and enhance trust?
6. What could we do differently to increase member satisfaction with our progress?

## **QUESTION 11 *What impact has the community group had on others?***

---

The purpose of community groups is to help improve family and community situations. Despite how well they function or the level of satisfaction individual members feel, community groups will be judged by the outcomes they achieve. Outcomes are likely to be different for each group depending upon the group's mission, purpose and functioning. The research on collaborative groups has identified a variety of outcomes that can result from group action. These may be clustered as outcomes that pertain to

1. involvement of people in addressing community issues in new ways
2. improved planning
3. capacity building of community members
4. changes in resource use
5. improved delivery of services or programs
6. public policy changes
7. improved overall community conditions

The list above corresponds to the items listed in question 11. It suggests an order because outcomes often emerge in sequence over time. More immediate outcomes such as the involvement of people and changes in planning structures may occur (or need to occur) before longer-term outcomes are achieved such as changes in policies or improvements in overall community conditions. The level of outcome varies by group. There is no standard or best outcome that indicates group success. Unintended or unexpected outcomes (positive and/or negative) may occur. Likewise, outcomes may occur for individuals, for families and groups, for agencies, for systems and/or for communities. Often, groups find it useful to monitor and celebrate achievements as they occur, but keeping attuned to the final outcome(s) for which they are striving.

### **Results**

Remember that the impact the group is having depends upon the age of the group, the nature of the issue or problem it is addressing, and how well the group is functioning.

## Impact of group on others

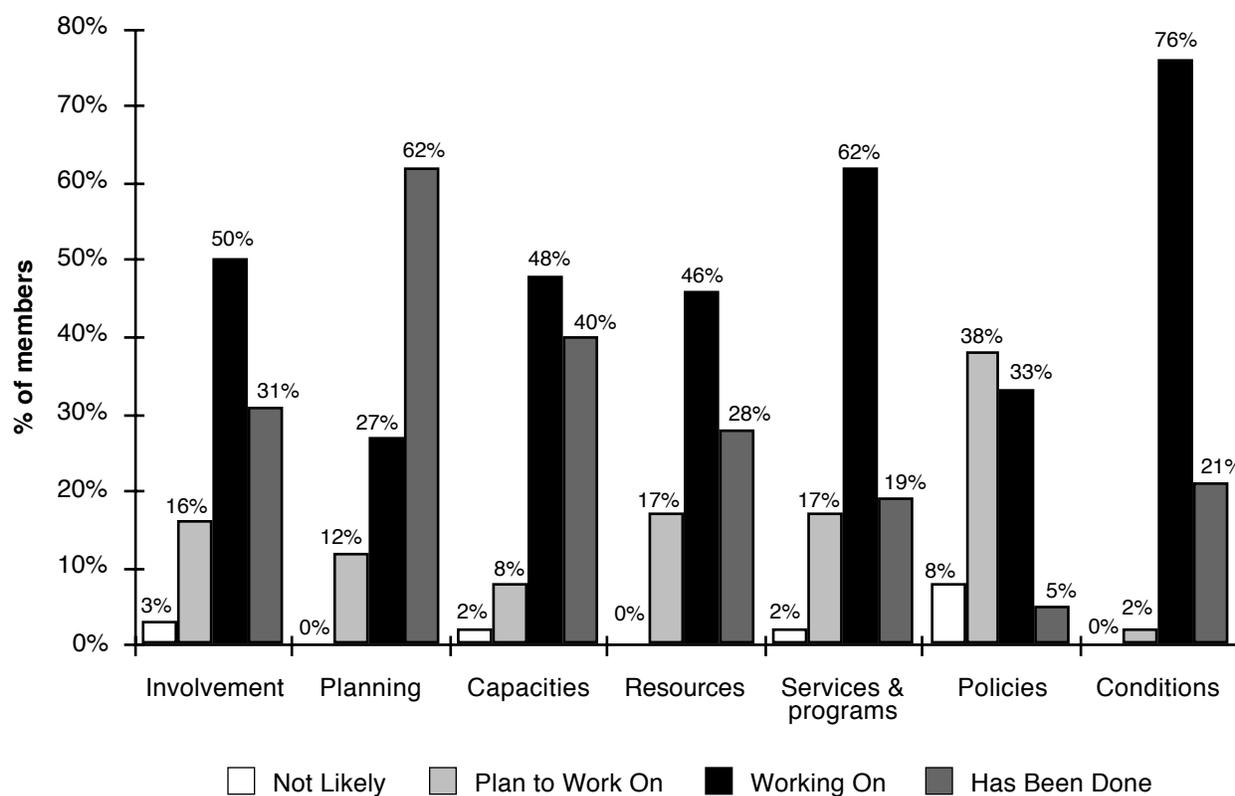
	% of respondents			
	Not Likely	Plan to work on	Working on	Has been done
<b>INVOLVEMENT</b>				
People are now working together on this community issue	0%	0%	62%	38%
More residents are actively involved in this issue	0%	31%	54%	15%
Different, “new faces,” are involved	8%	23%	62%	8%
New group(s) have been formed to address the need/issue	15%	15%	23%	46%
All key stakeholders and interests represented	0	15%	38%	46%
Consumers/clients/beneficiaries are involved	0	8%	62%	31%
Community wide awareness of issue has increased	0	5%	62%	23%
There is greater public support for the issue	0	23%	38%	38%
<b>PLANNING</b>				
Community planning is more systematic and comprehensive	0	0	38%	62%
Results of community planning are used to determine priorities and allocate resources	0	8%	23%	69%
Planning results are shared among community groups	0	23%	23%	54%
Planning has led to better targeting of services and programs	0	15%	23%	62%
<b>CAPACITIES</b>				
Individuals’ knowledge and skill have been increased	0	8%	69%	23%
People are better equipped to work collectively on community issues	0	8%	69%	23%
Individuals have developed skills transferable to other situations	0	8%	62%	31%
People are optimistic—there is the feeling that together we can make a difference	0	0	38%	62%
Our community group has become incorporated	9%	27%	36%	27%
New/improved networks and relationships have been built among groups, agencies, businesses	0	8%	23%	69%
Organizations are working together more on community issues	8%	0	46%	46%
<b>RESOURCES</b>				
Resources are shared among groups/organizations	0	8%	62%	31%
Existing resources have been realigned or modified	0	8%	50%	42%
Grants have been written	0	33%	33%	33%
There is increased funding/grants in the community	0	17%	58%	17%
We are able to influence budget/funding decisions	0	27%	45%	27%
<b>SERVICES AND PROGRAMS</b>				
Services and programs have been improved	0	15%	62%	23%
New services have been created	0	15%	54%	31%
Service delivery system has been redesigned	8%	15%	62%	8%
Service delivery is more efficient	8%	8%	69%	15%
Services/programs are more affordable	0	23%	62%	15%
Services/programs are more available	0	31%	46%	23%
Accessibility to services and programs has been improved	0	8%	69%	23%
Underserved groups have increased their use of services	0	31%	62%	8%
There is less duplication	0	8%	69%	23%

*continued*

## Impact of group on others (continued)

	% of respondents			
	Not Likely	Plan to work on	Working on	Has been done
<b>POLICIES</b>				
Policies, rules or laws have been evaluated	9%	27%	45%	18%
Policies, rules or laws have been changed	18%	45%	36%	0
New policies, rules or laws have been implemented	0	64%	36%	0
<b>CONDITIONS</b>				
People are better off in our community	0	8%	69%	23%
There is increased sense of community	0	8%	54%	38%
People share a common direction for our community	0	0	83%	17%
People have an increased sense of community	0	0	69%	31%
People have been encouraged to have a voice and to use it	0	0	85%	15%
The need that gave rise to our group has been resolved	0	0	92%	8%

### Status of group outcomes by major dimension



## Key Findings

### Impact Our Group is Having (items marked by the highest number of members)

Item	# of members
<b>HAS BEEN DONE</b>	
(j) results of community planning are used to determine priorities and allocate resources	9
(r) New/improved networks and relationships have been built among groups, agencies and businesses	9
(i) community planning is more systematic and comprehensive	8
(l) planning has led to better targeting of services and programs	8
(p) people are optimistic-there is the feeling that together we can make a difference	8
<b>WORKING ON</b>	
(Q) The need that gave rise to our group has been resolved	12
(P) People have been encouraged to have a voice and to use it	11
(M) People share a common direction for our community	11
(N) People have an increased sense of community	10
<b>PLAN TO WORK ON</b>	
(J) New policies, rules or laws have been implemented	7

- The summary chart above suggests that the group has accomplished a number of things to celebrate
- Members seem most satisfied with achievements that relate to planning (items i. through l.), capacity development (items m. through s.), and services, for example, the new resource center.
- Nearly all members feel the group is continuing to work on issues of community concern — strengthening families — community direction and cohesion.

## Discussion

1. How do members interpret the data presented in Table: Impact of Group on Others? What do members see in this table? Where differences in members responses exist, why is this so? For example, 15% of the respondents said that it is 'not likely' that 'new group(s) have been formed to address the need/issue,' but 46% feel that this has been accomplished. What is the reason(s) for this discrepancy? [Use this question to air perceptions about the group and its accomplishments. This can help facilitate understanding and consensus about expected impacts.]
2. Are there other achievements the group has attained that aren't listed here?
3. Which of all the listed items (refer to full chart) are ones that the group most needs to focus on?
4. Are there any negative or unintended consequences that have occurred as a result of the group's work?
5. How have we (or have we) celebrated our achievements?

We've noted our achievements. Now, what are some specific examples of these:

Results of planning have been used to \_\_\_\_\_  
\_\_\_\_\_

These new networks/relationships have been established: \_\_\_\_\_  
\_\_\_\_\_

Planning has led to a better targeting of \_\_\_\_\_  
\_\_\_\_\_

Conditions in Fruit County are improving because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **QUESTION 12 *What do you think is the greatest impact that this community group has had on the community to date?***

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Following are the members' written comments, grouped by heading.

### ***Services and programs***

Resource center

The biggest impact is the new family resource center.

The YMCA being changed to give teens more of their wants.

Youth programming expanding. Increased communication

Implementation of youth activities, family resource center, and housing committee

### ***Planning and capacities***

Networking of agencies together for the common goal of improving services for families.

Actually putting into motion plans for improvements that really need to be done.

It is truly looking long and hard at family preservation.

Much more awareness of the status of such issues as housing, child care, adolescent programs and a growing cooperation in building programs to meet the needs.

Housing committee is growing in strength and coordination. Identified issues to be dealt with.

Careful assessment of community needs and good planning for more accessible, family-oriented services which leads to less duplication

### ***Resources***

More resources are being offered to the community

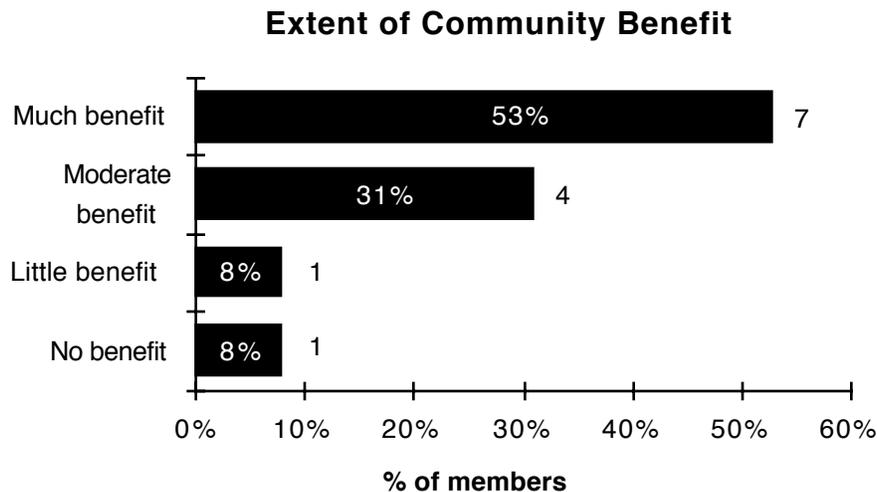
## QUESTION 13 *Extent to which the group has benefited the community*

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This question provides a general sense of the extent to which group members feel the group has benefited the community to date. Community groups are usually initiated in an effort “to help” or “make something better.” The extent to which members feel the group’s work has actually resulted in benefits for the community is important for sustaining member involvement and community support. Newer groups or groups that are dealing with large, complex problems may not see benefits accruing in the short-term. The age of the group, its history in working as a group, its purpose, and community context help determine when community benefits may be expected to occur.

Members’ perception of benefits is one, readily available indicator of actual impact. To verify the perceptions of the members, your group may wish to ask others in the community to what extent and how the community group has benefited the community. When doing so, try to be as systematic as possible in asking a diversity of people in an objective manner .

### Results



**Key Findings**

- Most of our members feel that the group has had “moderate” to “much benefit.”
- This suggests considerable satisfaction with the impact we have had.

**Discussion Questions**

1. How does response to this question relate to question # 11 about members’ feelings and perceptions of group progress?
2. What are some specific examples of the way in which our group has benefited the community \_\_\_\_\_

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## **QUESTION 14 *In your opinion, what could be done to improve the group's effectiveness?***

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Following are selected comments representing the full range of remarks from group members:

- "More small group work outside the main committee meetings."
- "Start thinking about how we will attract new members."
- "Actually implement programs that have been planned."
- "Continue as we are."
- "More publicity of our work. Very few people in the community know about us."
- "Allocate resources for hiring a full-time coordinator."

## **QUESTION 15 *What do you think has been Extension's major contribution to this group thus far?***

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Following are selected comments representing the full range of remarks from group members.

- "Support for programs"
- "Serving as chair - organization and skills"
- "Providing research-based information"
- "Organization — getting things going and keeping things going"
- "Good quality data on community needs"

## **QUESTION 16 *What do you think Extension could contribute to the group in the future?***

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Following are selected comments representing the full range of remarks from group members:

- "More of the same"
- "Revisit progress"
- "Assistance in evaluation"
- "Continued objectivity and leadership"

## References Cited in Report

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Taylor-Powell, E., Rossing, B., & Geran, J. (1998). *Evaluating collaboratives: Reaching the potential*. University of Wisconsin-Extension-Cooperative Extension, Madison, WI.

Winer, M., & Ray, K. (1994). *Collaboration handbook: Creating, sustaining, and enjoying the journey*. St. Paul, MN: Amherst H. Wilder Foundation.

**COMMUNITY GROUP MEMBER SURVEY****I. BACKGROUND** (Following is completed by Extension Agent)

A. Name of community group: \_\_\_\_\_ County: \_\_\_\_\_

B. Date group initiated: \_\_\_\_ (Month) \_\_\_\_ (Year)

C. Primary focus/purpose of community group (Check ONE):

- |   |   |
|---|---|
| <input type="checkbox"/> a) Alcohol, tobacco, other drugs | <input type="checkbox"/> k) Learning disabilities           |
| <input type="checkbox"/> b) Teen pregnancy                | <input type="checkbox"/> l) Run away youth                  |
| <input type="checkbox"/> c) Housing                       | <input type="checkbox"/> m) Juvenile justice/delinquency    |
| <input type="checkbox"/> d) HIV/AIDS                      | <input type="checkbox"/> n) School truancy/drop out         |
| <input type="checkbox"/> e) Child abuse and neglect       | <input type="checkbox"/> o) Prevention networks/programs    |
| <input type="checkbox"/> f) Day care                      | <input type="checkbox"/> p) Aging                           |
| <input type="checkbox"/> g) Early childhood education     | <input type="checkbox"/> q) Parenting (or parent education) |
| <input type="checkbox"/> h) Health                        | <input type="checkbox"/> r) Family violence                 |
| <input type="checkbox"/> i) Nutrition/hunger              | <input type="checkbox"/> s) Family support                  |
| <input type="checkbox"/> j) Eating disorders              | <input type="checkbox"/> t) Other (please name) _____       |

D. Name of program (Check ONE if appropriate):

- |   |  |
|---|--|
| <input type="checkbox"/> a) Youth Futures                   | <input type="checkbox"/> h) Community Health Assessment (APEX) |
| <input type="checkbox"/> b) Teen Assessment Project (TAP)   | <input type="checkbox"/> i) Child Care Coordinators (4 C's)    |
| <input type="checkbox"/> c) School Age Child Care           | <input type="checkbox"/> j) Choices                            |
| <input type="checkbox"/> d) Employee Child Care             | <input type="checkbox"/> k) Alliance for a Drug-Free Wisconsin |
| <input type="checkbox"/> e) School Readiness                | <input type="checkbox"/> l) W2                                 |
| <input type="checkbox"/> f) Family Preservation and Support | <input type="checkbox"/> m) Other (please name) _____          |
| <input type="checkbox"/> g) Goals 2000 (DPI)                | <input type="checkbox"/> n) No program name                    |

E. Date survey distributed: \_\_\_\_ (Day) \_\_\_\_ (Month) \_\_\_\_ (Year)

## II. Member Involvement in the Community Group

1. Which of the following *best* describes your community group (check ONE):

- a) Members interact primarily for the purpose of exchanging information and communication.  
 b) Members provide helpful resources to support each others interests and goals; there is some joint planning and activity, but resources are separate.  
 c) Members work together on goals that are complementary; there is coordination and some sharing of resources.  
 d) Members share (or are working toward) a common vision that links diverse interests; actions are jointly created and resources, and authority and decision making are controlled in the group.

2. Who do you *primarily* represent as a member of this group (check ONE):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> a) Business                           | <input type="checkbox"/> h) School, PreK-12   | <input type="checkbox"/> o) Religious organization |
| <input type="checkbox"/> b) Law enforcement                    | <input type="checkbox"/> i) Higher education  | Social Services Organization:                      |
| <input type="checkbox"/> c) Justice system                     | <input type="checkbox"/> j) Youth             | <input type="checkbox"/> p) Public                 |
| <input type="checkbox"/> d) Elected official                   | <input type="checkbox"/> k) Parent            | <input type="checkbox"/> q) Tribal                 |
| <input type="checkbox"/> e) Health/medical                     | <input type="checkbox"/> l) Concerned citizen | <input type="checkbox"/> r) Private, non-profit    |
| <input type="checkbox"/> f) Mental health                      | <input type="checkbox"/> m) Senior citizen    | <input type="checkbox"/> s) Private, for profit    |
| <input type="checkbox"/> g) Day care/child care/<br>Head Start | <input type="checkbox"/> n) Extension         | <input type="checkbox"/> t) Other _____            |

3. How long have you participated in this community group? \_\_\_\_\_ YEARS \_\_\_\_\_ MONTHS

4. What kind of roles have you played in the past 12 months *and* before then in the community group? (Circle YES or NO in each column for each item.)

	Past 12 Months			Before Then	
	YES	NO		YES	NO
a) Attend meetings regularly	YES	NO		YES	NO
b) Talk at meetings (make comments, express ideas, etc.)	YES	NO		YES	NO
c) Serve as a member of a committee	YES	NO		YES	NO
d) Work for the community group outside of meetings	YES	NO		YES	NO
e) Help organize activities (other than meetings)	YES	NO		YES	NO
f) Direct the implementation of a particular program	YES	NO		YES	NO
g) Chair/lead a committee or sub-group	YES	NO		YES	NO
h) Service as an officer other than chair (e.g., treasurer, secretary)	YES	NO		YES	NO
i) Chair/co-chair the entire group	YES	NO		YES	NO

5. Which of the following *best* describes your current situation as a participant in this community group (check ONE):

- \_\_\_\_\_ a) I am a volunteer
- \_\_\_\_\_ b) I receive a salary, paid with regular salary dollars from my agency.
- \_\_\_\_\_ c) I receive a salary, part of which comes from special/additional funds designated for the group's work.
- \_\_\_\_\_ d) I am a paid consultant.
- \_\_\_\_\_ e) Other \_\_\_\_\_

6. During the past 12 months about how many hours, *in an average month*, have you given to the community group carrying out the following activities (including face-to-face and phone contacts). Please fill in the number of hours for each activity.

- \_\_\_\_\_ a) hours for regular community group meetings
- \_\_\_\_\_ b) hours for subcommittee work outside of meetings
- \_\_\_\_\_ c) hours for group sponsored activities outside of meetings
- \_\_\_\_\_ d) hours for preparation for meetings or activities
- \_\_\_\_\_ e) hours for administration, paperwork
- \_\_\_\_\_ f) hours for networking and communicating outside of meetings
- \_\_\_\_\_ g) hours in facilitating group process
- \_\_\_\_\_ h) hours in teaching subject matter
- \_\_\_\_\_ i) hours in fund raising, including grant writing
- \_\_\_\_\_ j) Other activities not mentioned above. Please list \_\_\_\_\_

***End of Part II. Survey continues at top of page 4.***

### III. IMPACT OF GROUP ON MEMBERS

7. Your participation in this community group may have influenced your personal knowledge, beliefs or skills. Please indicate this group's **IMPACT ON YOU** by rating each item below on a scale from 1 (low impact) to 5 (high impact). Circle the number which best describes your position. If you are uncertain about any of these effects, or if it is too early to assess the group's particular impact on you, please circle U. If the item does not apply to your group, and probably never will, circle N/A in the last column.

To what extent did the community group have an **IMPACT ON YOU** in terms of...

	IMPACT					Uncertain	N/A
	LOW				HIGH		
a) My understanding of community needs and assets....1	2	3	4	5		U	N/A
b) My knowledge of resources available in the community.....1	2	3	4	5		U	N/A
c) My sense that together we can make a difference....1	2	3	4	5		U	N/A
d) My knowledge of ways to respond to community issues.....1	2	3	4	5		U	N/A
e) My ability to conduct a needs/asset assessment.....1	2	3	4	5		U	N/A
f) My ability to design and implement action plans.....1	2	3	4	5		U	N/A
g) My ability to evaluate progress and results.....1	2	3	4	5		U	N/A
h) My ability to write grants and/or generate resources1	2	3	4	5		U	N/A
i) My understanding of others' perspectives.....1	2	3	4	5		U	N/A
j) My ability to work with others.....1	2	3	4	5		U	N/A
k) My understanding of group processes.....1	2	3	4	5		U	N/A
l) My ability to communicate effectively in a group....1	2	3	4	5		U	N/A
m) My ability to help resolve group conflict.....1	2	3	4	5		U	N/A
n) My ability to help a group achieve its goals.....1	2	3	4	5		U	N/A
o) My leadership ability.....1	2	3	4	5		U	N/A
p) My skills to influence local policies.....1	2	3	4	5		U	N/A
q) My ability to help solve community problems.....1	2	3	4	5		U	N/A
r) Other (please specify)_____							

8. What is the greatest impact that working in this community group has had on **YOU** as an individual?

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#### IV. GROUP FUNCTIONING

9. What a group accomplishes is often dependent upon how the group functions. Think about the way your group works and how effective you think the group is in the following ways. Please rate each item from 1 [low] to 5 [high] by circling the number which *best* describes your position. Circle U if you are uncertain or can't answer.

<b>Effectiveness of group in</b>	<u>Low</u>	<u>Moderate</u>	<u>High</u>	<u>Uncertain</u>		
a) Bringing together parties with an interest in the issue.....	1	2	3	4	5	U
b) Listening to minority views.....	1	2	3	4	5	U
c) Creating mutual respect, understanding and trust within the group.....	1	2	3	4	5	U
d) Building a clear mission (members know where the group is headed).....	1	2	3	4	5	U
e) Developing group operating procedures (setting up subcommittees, rules, structures) .....	1	2	3	4	5	U
f) Communicating the interests and views of all parties.....	1	2	3	4	5	U
g) Doing effective planning (assess needs/assets, set goals, develop plan .....	1	2	3	4	5	U
h) Providing effective leadership .....	1	2	3	4	5	U
i) Making inter-organizational linkages.....	1	2	3	4	5	U
j) Conducting meetings that accomplish what is necessary .....	1	2	3	4	5	U
k) Securing adequate resources so group can do its work.....	1	2	3	4	5	U
l) Involving volunteers.....	1	2	3	4	5	U
m) Carrying out planned actions.....	1	2	3	4	5	U
n) Making decisions accepted by all parties.....	1	2	3	4	5	U
o) Facilitating compromise when needed to further progress.....	1	2	3	4	5	U
p) Resolving conflict within group.....	1	2	3	4	5	U
q) Communicating with external constituencies .....	1	2	3	4	5	U
r) Gaining support from other organizations.....	1	2	3	4	5	U
s) Retiring and adding new members.....	1	2	3	4	5	U
t) Orienting new members .....	1	2	3	4	5	U
u) Celebrating progress .....	1	2	3	4	5	U
v) Identifying and using members' resources .....	1	2	3	4	5	U
w) Providing for training of members as appropriate.....	1	2	3	4	5	U
x) Reviewing, reflecting, and evaluating to assure progress and results.....	1	2	3	4	5	U
y) Communicating progress and achievement.....	1	2	3	4	5	U
z) Developing capacity to sustain efforts .....	1	2	3	4	5	U

10. Please indicate your perceptions about the group as follows, using a 5-point scale from “Infrequently” (1) to “All the time” (5). Circle the number which *best* describes your position.

	Infrequently	Sometimes	All the Time
a) My viewpoint is heard.....1	2	3	4 5
b) I am viewed as a valued member.....1	2	3	4 5
c.) I feel comfortable in the group.....1	2	3	4 5
d) I am satisfied with the group’s progress.....1	2	3	4 5

**V. IMPACT OF GROUP ON OTHERS**

11. Listed below are various results that community groups achieve that affect individuals, families, agencies and the community in general. They may or may not be relevant to your community group depending upon the purpose of your group and how long you have been together. For each item, Circle 1 if this is something that is not likely to be accomplished; circle 2 if this is something the group plans to work on in the future; circle 3 if the group is currently working on this ; and circle 4 if your group has accomplished this already. Circle N/A if this is something that does not apply to your group.

**As a result of our group...**

Not Plan to Working Has been Doesn't  
likely Work On On Done Apply

**Involvement of People:**

a) People are now working together on this community issue.....1	2	3	4	N/A
b) More residents are actively involved in this issue.....1	2	3	4	N/A
c) Different, new faces , are involved.....1	2	3	4	N/A
d) New group(s) have formed to address the need/issue.....1	2	3	4	N/A
e) All key stakeholders and interests are represented.....1	2	3	4	N/A
f) Consumers/clients/beneficiaries are involved.....1	2	3	4	N/A
g) Community-wide awareness of the issue has increased.....1	2	3	4	N/A
h) There is greater public support for the issue.....1	2	3	4	N/A

**Planning:**

i) Community planning is more systematic and comprehensive .....1	2	3	4	N/A
j) Results of community planning are used to determine priorities and allocate resources .....1	2	3	4	N/A
k) Planning results are shared among community groups.....1	2	3	4	N/A
l) Planning has led to better targeting of services and programs.....1	2	3	4	N/A

**Capacities:**

m) Individuals’ knowledge and skills have been increased.....1	2	3	4	N/A
n) People are better equipped to work collectively on community issues.....1	2	3	4	N/A
o) Individuals have developed skills transferable to other situations...1	2	3	4	N/A
p) People are optimistic there is the feeling that together we can make a difference ..... 1	2	3	4	N/A
q) Our community group has become incorporated.....1	2	3	4	N/A

**As a result of our group...**

Not Plan to Working Has been Doesn't  
likely Work On On Done Apply

r) New/improved networks and relationships have been built  
among groups, agencies and businesses .....1 2 3 4 N/A

s) Organizations are working together more effectively on  
community issues.....1 2 3 4 N/A

**Resources: (time, money, materials, staff, space, etc.)**

t) Resources are shared among groups/organizations.....1 2 3 4 N/A

u) Existing resources have been realigned or modified.....1 2 3 4 N/A

v) Grants have been written.....1 2 3 4 N/A

w) There is increased funding/grants in the community.....1 2 3 4 N/A

x) We are able to influence budget/funding decisions.....1 2 3 4 N/A

**Services and/or Programs:**

y) Services/programs have improved.....1 2 3 4 N/A

z) New services have been created.....1 2 3 4 N/A

A) Service delivery system has been redesigned.....1 2 3 4 N/A

B) Service delivery is more efficient.....1 2 3 4 N/A

C) Services/programs are more affordable.....1 2 3 4 N/A

D) Services/programs are more available.....1 2 3 4 N/A

E) Accessibility to services and programs has improved.....1 2 3 4 N/A

F) Underserved groups have increased their use of services.....1 2 3 4 N/A

G) There is less duplication.....1 2 3 4 N/A

**Public Policy:**

H) Policies, rules, or laws have been evaluated.....1 2 3 4 N/A

I) Policies, rules, or laws have been changed.....1 2 3 4 N/A

J) New policies, rules, or laws have been implemented.....1 2 3 4 N/A

**Conditions in our Community:**

K) People are better off in our community.....1 2 3 4 N/A

L) There is an increased understanding of community needs .....1 2 3 4 N/A

M) People share a common direction for our community.....1 2 3 4 N/A

N) People have an increased sense of community.....1 2 3 4 N/A

O) There is increased local responsibility for community concerns....1 2 3 4 N/A

P) People have been encouraged to have a voice and use it.....1 2 3 4 N/A

Q) The need that gave rise to our group has been resolved.....1 2 3 4 N/A

12. What do you think is the **greatest** impact that this community group has had on the community to date?

13. Please indicate the extent to which you think the group has benefited your community (check ONE):

- a) No benefit yet
- b) Little benefit
- c) Moderate level of benefit
- d) Much benefit

14. In your opinion, what could be done to improve the group's effectiveness?

15. What do you think has been Extension's major contribution to this group thus far?

16. What do you think Extension could contribute to the group in the future?

*Thank you for contributing to this evaluation.*

## SECTION 2

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### Using Survey Results with External Audiences

---

- Overview
- Tip Sheets
  1. Developing a public information campaign
  2. Sending clear and consistent message
  3. Working with the media
  4. Targeting audiences and anticipating questions
- Samples
  1. Short report
  2. Press releases (2)
  3. Impact statement
  4. Grant request

## Overview

---

External audiences - public and private agencies, the media, local opinion and policy makers, government officials, media, the general public – need to hear how the work of your community group may affect and benefit them. Their interests will be different from those of the members of your group. The following materials are designed to help you communicate about the results of your survey with people other than the members of the group.

### Tip Sheets

1. Developing a public information campaign – a process for creating an overall strategy for communicating both the results of your survey and the outcomes of your work.
2. Sending clear and consistent messages – key messages to stress in your communications, a critical component of a communications plan.
3. Working with the media – points for working successfully with reporters, editors and news directors, your main link to the general public audience.
4. Targeting audiences and anticipating questions – a guide for understanding with whom you are communicating and designing communications that respond to their interests and answer their questions. This is another critical component of a communications plan.

### Samples

1. Short report – a model of a short report for external stakeholders such as the county committee or funding agency. The Executive Summary (Section 1) might also serve as a short report. Or, you might select just a few charts and selected remarks to form a short report.
2. Press releases – two models of press releases: (1) highlights the group's outcomes and (2) features the value of collaboration
3. Impact statement – a format for sharing the impact of the group's work in a brief and readable style
4. Grant request – potential funding sources are yet another external audience with particular information needs. Think about how to present your results in a way that will generate needed resources.

# Tip Sheet 1

## Developing a Public Information Campaign

---

The goal of a public information campaign is to raise public awareness about a project, event or issue through an organized set of activities to spread the word. Some public information campaigns work strictly through mass media. Others target audiences individually, using a variety of marketing strategies. But in all campaigns, the message is repeated over a period of time. A public information campaign about your community group probably will use both mass media and targeted messages for specific audiences. A campaign usually includes a series of steps.

### Target the Audience

Few messages are so general that they apply to everyone. When you target your audience, you target the message and the best way to deliver it. Audience identification is more than simply making a list of audience groups. Targeting the audience also involves defining audience characteristics and thinking about how people in this audience prefer to receive information. For example, if your target audience is locally elected officials, should you communicate through newspaper articles? A personal letter or phone call? A formal report? Some combination of these?

### Make a Plan

Set goals for your public information campaign. The goal for an information campaign about a community group might be to increase awareness of the community group's benefits to the community. Decide what you'll do to reach that goal. You may decide to do several activities - write news releases, hold a news conference, schedule a series of personal meetings with influential people, create a newsletter. You also need to determine how you will measure progress toward this goal.

### Stick to the Message

If you had to write in one sentence what you want people to remember when the campaign is over, what would that message be? Some possible messages about community groups include:

- Our group accomplished more than we could have done by working individually
- When we collaborate, we profit from each other's strengths. This makes our programs more effective and useful.
- When we collaborate, we avoid duplication of effort. This makes our programs more efficient.

- Families and communities reap the greatest benefits when we work together toward a common goal.
- Working as a community group builds community among the partners. It also builds individual and group skills, knowledge and leadership.

You may develop other messages to fit your community group.

## **Budget Time and Money for the Campaign**

Project how much the campaign will cost in terms of both time and money. Develop a timeline and budget, assign tasks, and set deadlines.

## **Select your Tools**

In a public information campaign, your tools include mass media, interviews, news conferences, direct mail, promotional materials, presentations, paid advertising and others. Some are more appropriate to your message and target audience. Decide what tools are right for the job. If you decide to use a logo, a slogan or a name, remember to use it consistently and often.

## **Evaluate**

After the campaign, assess your results. Did you reach your goal? Did you disseminate your message points? Did people hear the message? What was the feedback? Was the time and money well spent? What did you learn?

# Tip Sheet 2

## **Sending Clear and Consistent Message**

---

Developing clear message points and using them frequently and consistently is a key to a successful external communications strategy. Message points should be repeated often. They make effective sound bites, headlines and news leads. They are quick answers to give if a community leader asks how the group is doing.

Messages that are repeated consistently frequently are messages that are remembered.

The following message points might be used to communicate about your community group.

- Our group accomplished more than we could have done by working individually
- When we collaborate, we profit from each other's strengths. This makes our programs more effective and useful.
- When we collaborate, we avoid duplication of effort. This makes our programs more efficient.
- Families and communities reap the greatest benefits when we work together toward a common goal.
- Working as a community group builds community among the partners. It also builds individual and group skills, knowledge and leadership.

You may want to develop other message points that fit your own community group and its projects. For example, if your group is working with many volunteers, "Volunteers can make the difference" might be a key message. As you think about your message points, consider these questions.

- What do you want people to remember about the community group?
- What findings from the survey make a message point that will increase the visibility and credibility of your work?
- Don't confuse frequent repetition of message points with being redundant. Repetition makes sure your message gets heard and remembered.

# Tip Sheet 3

## Working with the Media

---

You'll probably want to get information about your community group and its work into the newspaper and on radio and TV news programs. To do this, you'll need to take a hard look at your work to discover a news angle – something to attract the interest of newspaper reporters and editor and radio or TN news director.

What makes news? Search Institute's "Assets Magazine" offered the list at the right. Other such lists have included money, taxes, health, sex, prominent people, crime, things that happen locally, the future.

conflict, prominence, proximity, impact, timeliness, surprise, interesting people or events, something new, trends and survey, something useful for a particular audience, evidence, solid facts, experts, diversity
--

Here's how to convince reporters and editors that your community group has a newsworthy story to tell.

- Tell them about results and outcomes of your project. For example, show how your work saves tax dollars, improves family life, helps local schools or public institutions or results in some other benefit to people in your community.
- Show them how your project is helping solve a local problem or address an important local issue.
- Use lots of local names of participants or partners. Show how important people in the community are involved.
- Point out how your group work is new or different (working in new ways, with new partners).
- Tell how the group responded rapidly to an emergency.
- Show how the community group has involved under-represented voices.

Here are some pointers for getting your story told in the media.

- Invite the media to attend special events or activities. Point out possible photo opportunities.
- Use the tips in Tip Sheet 1 to develop a strategic plan for your media work.
- Decide how you will approach reporters, editors and news directors. Will you prepare a news release? Will you arrange for reporters to visit sites and interview community group members and people who have benefited from your work? Will you hold a news conference? One or more of these techniques may fit best with your effort.
- During an interview, or in your news release, use the message points to telegraph important ideas about your group and your project.
- Invite someone from the media to be part of your community group.
- Keep communicating. One article in the newspaper is nice, but a series of articles and news broadcasts over time will make your story stick in people's minds.

# Tip Sheet 4

## Targeting Audiences and Anticipating Questions

---

The Community Group Member Survey offers a “teachable moment” – an opportunity to talk about the benefits of working together in communities to support families.

This tip sheet can guide group discussions as you develop a communications plan. It provides ideas about how to communicate the outcomes of your community group. It offers a list of potential audiences you will try to reach. It can help you anticipate questions that may come up – from reporters or stakeholders – and find answers to those questions in advance.

An effective communications plan usually includes writing message points, identifying target audiences, and anticipating questions.

### Audiences

Targeting your audiences means knowing who they are and what they are likely to know about your group and your project. Potential target audiences include:

- County supervisors or extension education committee members
- State/local public agencies (social services agencies, for example)
- Nonprofit agencies and organizations (hospitals, churches, United Way, for example)
- For-profit agencies or businesses (banks or local merchants)
- Civic groups (Rotary Club, “Friends of...” organizations)
- Participants of the community group’s projects
- Group member’s own agency or supervisor
- Funders
- General public
- Local media

### Questions

You can make your communications more effective by anticipating the questions various target audiences might raise. Some likely questions about a community group project are listed below. You can anticipate these questions and develop answers as a group in advance.

1. Why are members spending so much time with this effort?
2. Who is involved and what do they think? What is the makeup of the community group? Are members paid professionals or volunteers? How long have members been involved?
3. What has been each member’s role in the group?

4. Why should we devote time and resources to this partnership? What's in it for us? Is this a good use of the member's time?
5. What has the group accomplished?
6. What is the group working on now?
7. What has been the group's greatest accomplishment? Most difficult struggle?
8. We are being asked to work collaboratively all the time. What have you learned from your experiences that might help us in the future? What has this community group meant to its members?
9. Who is the community group serving?
10. What has been the impact of this group on the community? Organizations? Individuals? Businesses? Children and families?
11. How are conditions in the county improving as a result of your work?
12. How can our agency/business/organization benefit from the group's work? Is there an economic benefit for the agency/company, employees and families?
13. How can community groups benefit the local economy?
14. Why should we stay involved with the group's efforts?

Answers to these questions will arise from discussion among the community group members. Consult the results of your community group member survey and the Tip Sheets. Helpful information may be found in the research articles referenced in the full report found in Section 1.

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# Fruit County Healthier Partnership

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Group Member Survey  
July 1998

Results from 13 of 15 members; 87% response rate

Purpose of survey

- Document impact of community group
- Assess functioning of the group
- Provide feedback to members to improve group performance

Andrea Apple, Family Living Educator, UW-Extension-Fruit County  
Michael Mellon, Coordinator, United Way, Fruit County  
Cheryl Cherry, Parent Volunteer, Fruit County  
UWEX Specialist, UW-Extension, Madison

*Healthier Partnership* started in 1996 with the mission of building healthier families throughout Fruit County. Starting with a core of 5 individuals, the group now includes 15 members. To assess its progress and achievements and to provide information for improving its work, the group initiated an evaluation developed by UW-Extension in early 1998. The following report summarizes the results of the group member survey. The group is using these results to set direction for the next year.

Chart 1 shows the interests represented by the thirteen members who completed this survey. Key perspectives pertinent to improving family welfare in Fruit County are represented. Research indicates that the number of community sectors represented affects the number of activities community groups are able to complete and their resource mobilization. *Healthier Partnership* will continue to seek broad-based participation.

**Chart 1. Group composition**

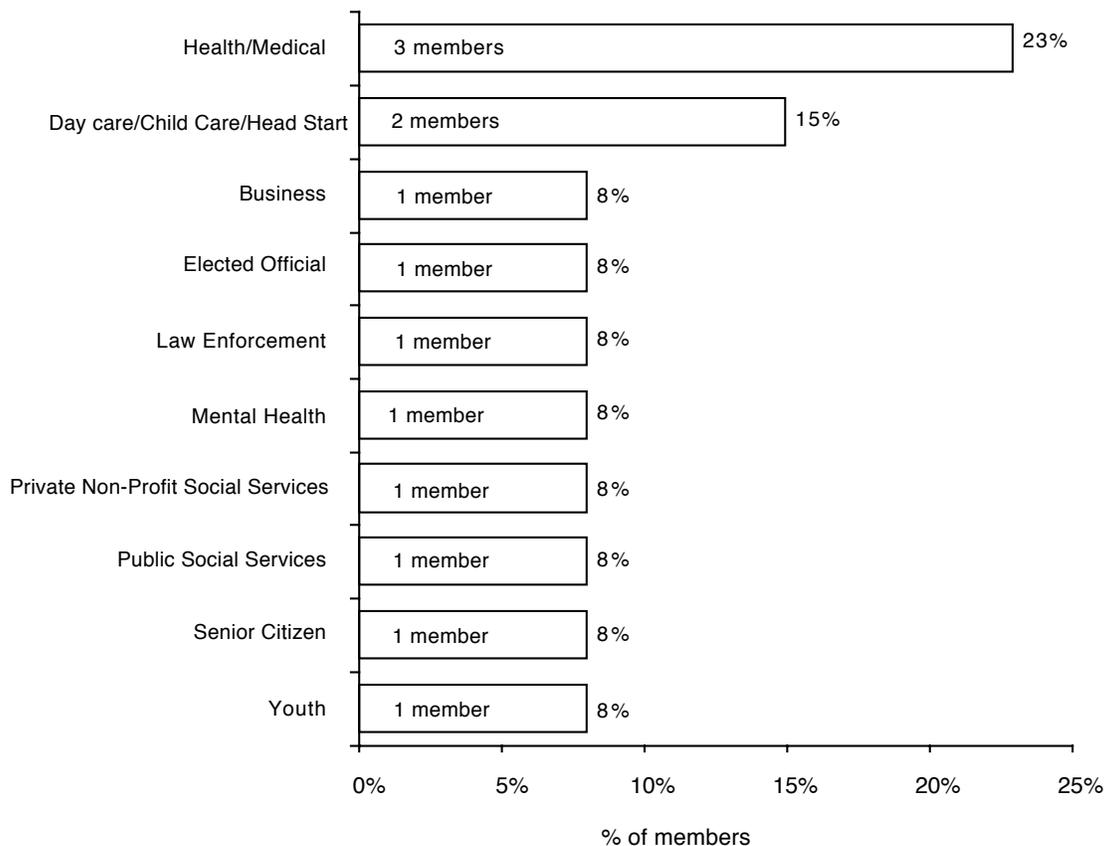
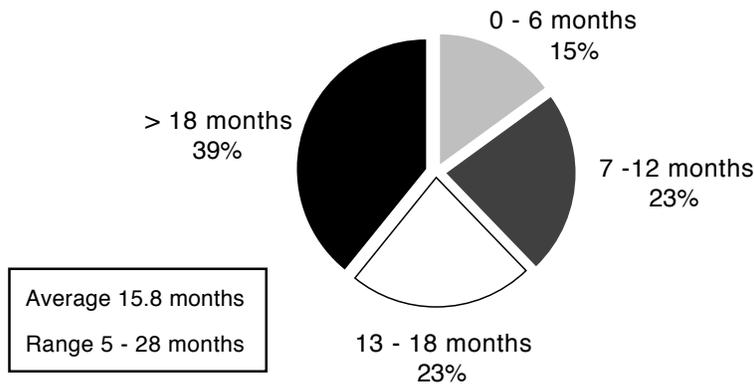


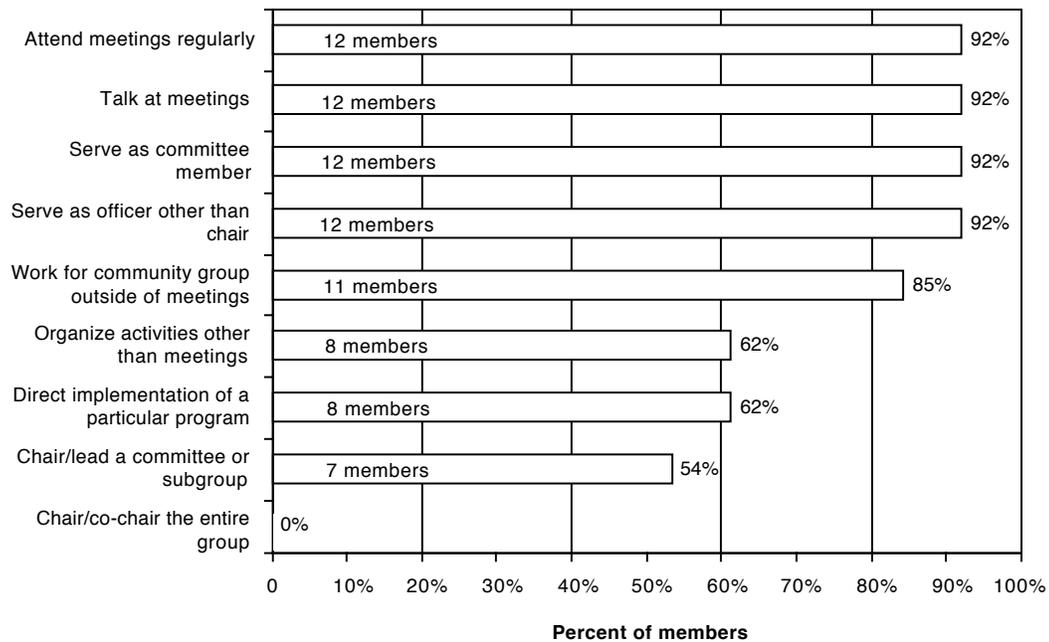
Chart 2 shows that the length of time members have been participating in the group varies. It appears that the group has been successful in recruiting new members as well as sustaining some stability. The average length of participation is nearly 16 months indicating the level of commitment that exists.

**Chart 2. Length of participation**



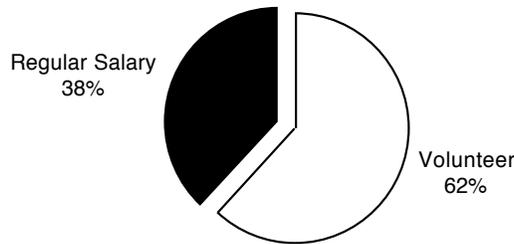
The 13 members who participated in this survey see themselves as actively involved in the group's work. Many share in its leadership (Chart 3). Groups with many highly engaged members tend to accomplish more. The group will continue to pay attention to member involvement, the special abilities and interests that each member brings to the group and need for changes.

**Chart 3: Roles played at meeting during last twelve months**



More than half of the members are volunteers (Chart 4). Such a mix is often typical of community-based initiatives.

**Chart 4. Participant status**



Many things are involved for a community group to succeed. The list in chart 5 presents some typical activities of a group and shows how the members of *Healthier Partnership* spend their time. Members are spending on average 20 hours a month on group work. There is considerable range in time allocation from 2-72 hours per person per month. Members do not need to teach given our group purpose and activities but the group will initiate fund raising in early 1999. The group will continue to monitor time investment to ensure that members are sharing in the work and spending their time on the most important priorities.

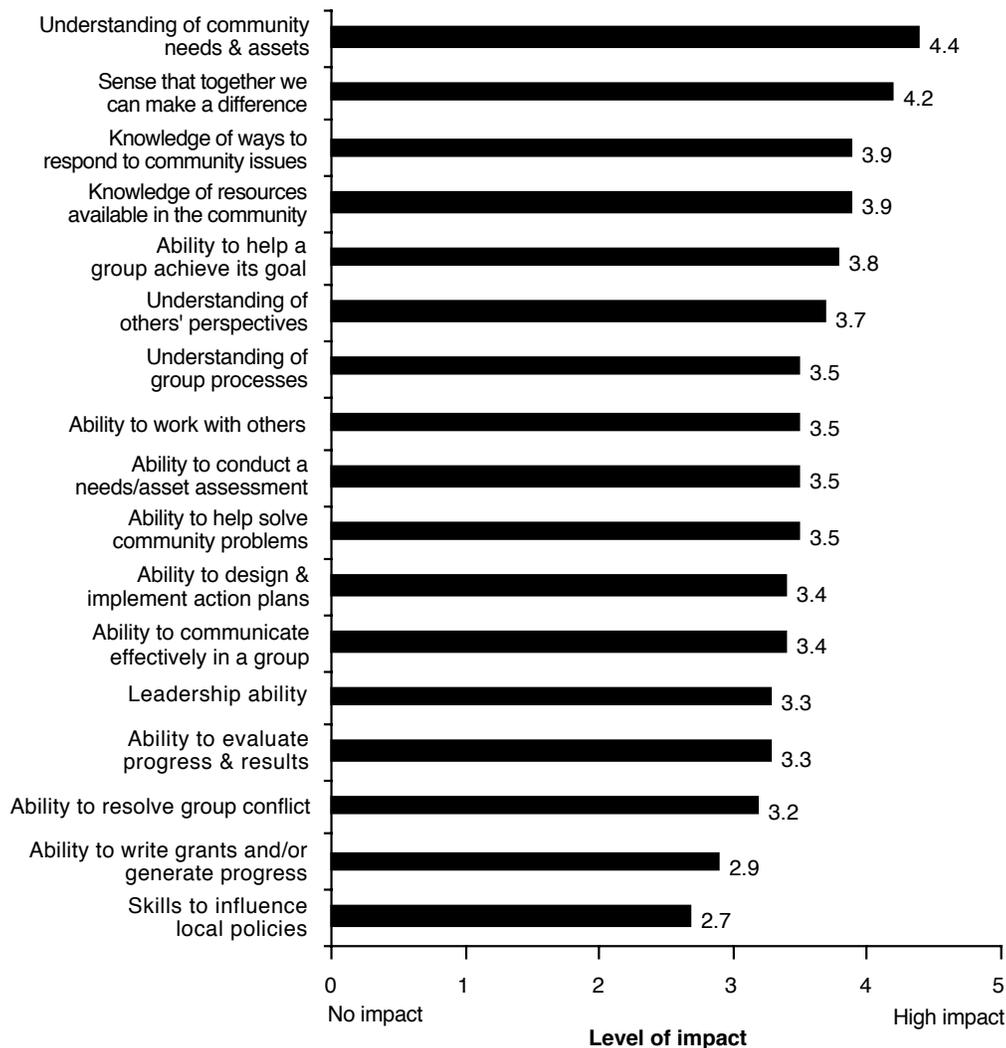
**Chart 5. Hours per month spent on group activities**

Activity	Percent of members					
	0 hrs	1-3 hrs	4-6 hrs	7-9 hrs	10-12 hrs	>12 hrs
Regular community group meetings		69%			8%	23%
Subcommittee work outside meetings	23%	54%			8%	15%
Group sponsored activities outside meetings	85%	15%				
Preparation for meetings or activities	31%	54%	8%		8%	
Administration, paperwork	77%	8%	8%			8%
Networking and communicating	31%	46%	8%	8%		8%
Facilitating group processes	77%	15%	8%			
Teaching subject matter	100%					
Fund raising including grant raising	100%					

*Range 2- 72 hours per person per month*

Participation in a community group influences members' personal knowledge, beliefs and skills. While self development is not the primary purpose of *Healthier Partnership*, when members grow and develop new skills and abilities, the community is enriched. These skills can be transferred to other situations. Chart 6 indicates that the group work is having an average (3) to above average (4) impact on them. Members have gained the most in terms of understanding community needs and assets and having a sense that together we can make a difference.

**Chart 6. Group impact on members**

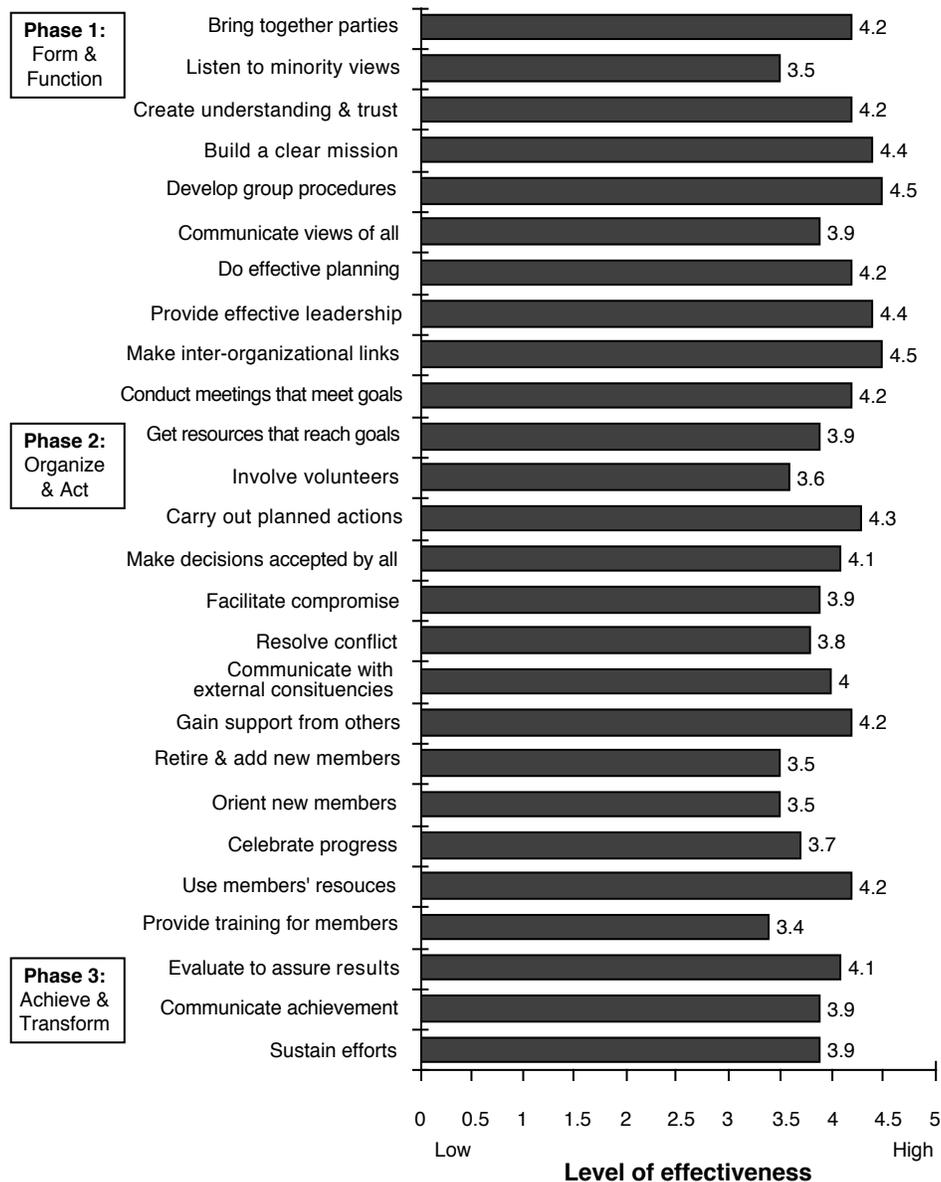


A few selected comments from the members include:

- Better understanding/awareness of specific community needs.
- Made me more aware of community issues, the need to compromise even though decisions affect a lot of people. I feel I can help the families in my work program because I have more and better knowledge of community resources.
- It is showing me that a community can take care of each other if they want to.
- This group has helped me realize the impact of various community entities meeting together to identify problems and develop goals.
- Learning to work with others of diverse views and combining styles; communicating.

Chart 7. shows how effectively the group is functioning. This is important since what a group accomplishes depends upon how well the group functions. Research indicates that community groups evolve and move through loose chronological phases. In each phase, there is a series of tasks that appear important to ensure effective functioning. The 26 tasks listed in Chart 7 are considered critical for successful group work. Members rated group functioning fairly well across all these aspects. The results do indicate some areas to celebrate and others that may need attention.

**Chart 7. Effectiveness of Group Functioning by Phase:**



Mutual respect, understanding and trust among members in community groups is crucial for the group to achieve its objectives. Results from this survey, as seen in Chart 8, indicate that most members feel valued and comfortable in the group but member satisfaction with overall progress is lower.

**Chart 8. Members satisfaction with the group**

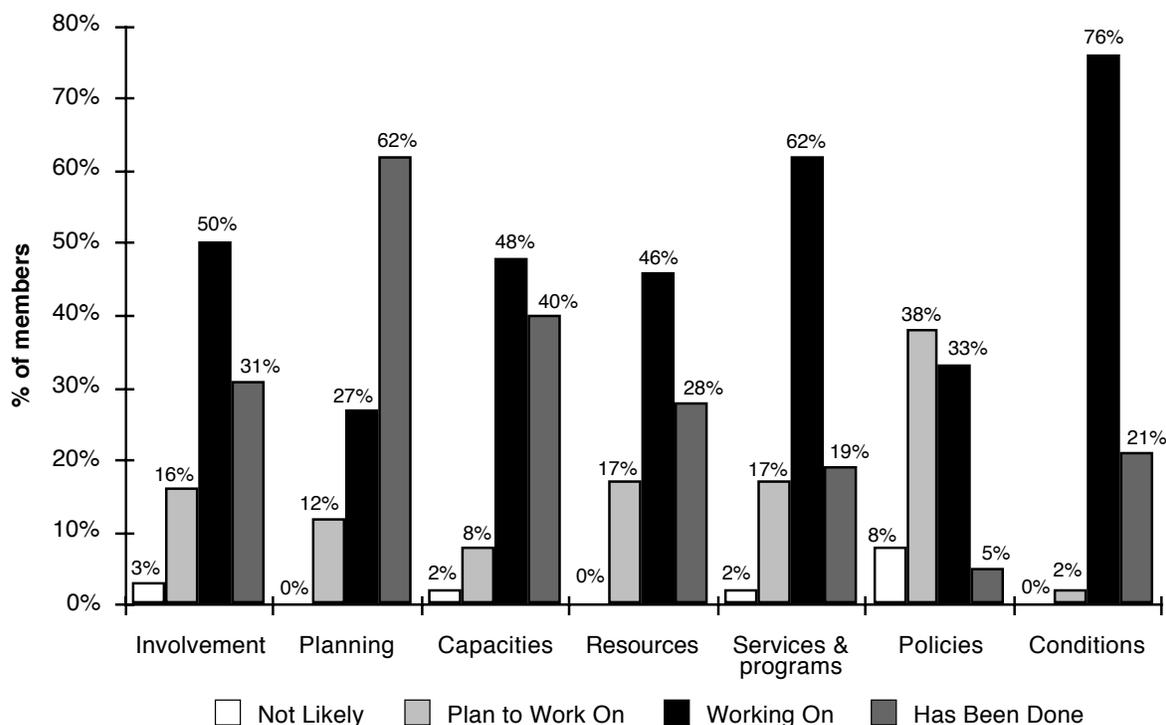
	Infrequently		Sometimes		All the time	Ave.
	1	2	3	4	5	
My viewpoint is heard	0%	0%	15%	38%	46%	4.3
I am viewed as a valued member	0%	0%	8%	54%	38%	4.3
I feel comfortable in the group	0%	0%	15%	46%	38%	4.2
I am satisfied with group's progress	8%	31%	38%	31%	0%	3.1

The items in Chart 9 represent outcomes which research has found can result from group action. The survey questionnaire included numerous aspects under each one of these areas. Members recorded greatest levels of achievement relative to improved planning, service delivery and changes in attitudes reflecting the feeling that “*together we can make a difference*”. Specific accomplishments include

- The new family resource center
- Changes in the YMCA to meet youth needs
- Improved community planning
- Networking with the community

The group’s work, however, is not done. Nearly all members feel that effort must continue to help ensure the health of all Fruit County families.

**Chart 9. Status of group outcomes by major dimension**

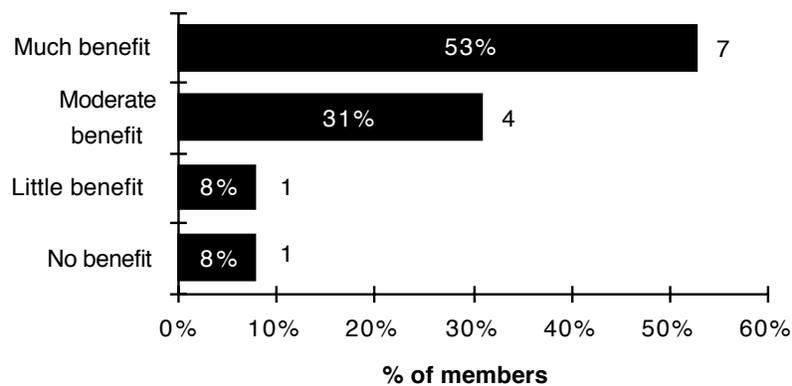


Members' written comments include the following:

- The biggest impact is the new family resource center.
- The YMCA being changed to give teens more of their wants.
- Youth programming expanding. Increased communication
- Implementation of youth activities, family resource center, and housing committee
- Careful assessment of community needs and good planning for more accessible, family-oriented services which leads to less duplication

Community groups are usually initiated in an effort “to help” or “make something better.” The extent to which members feel the group’s work has actually resulted in benefits for the community is important for sustaining member involvement and community support. As seen in Chart 10, the majority of the responding members of *Healthier Partnership* report that the group is achieving much benefit. The group will seek input from others in the community regarding their perspectives on the benefits being gained from the *Healthier Partnership*.

**Chart 10. Extent of Community Benefit**



# SECTION 3

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## Presentation Materials

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- **Charts** - all the charts and tables found in the Excel template file.
- **PowerPoint Display** - individual overheads of the text and data from the full report (Section 1). This presentation has been formatted in Microsoft PowerPoint by Pat Rychter so represents data from Portage County.
- **Art Work** - the 'working together' art work that can be sized to meet your various communication needs

# Charts

## Instructions for Using Excel Template to Create Graphs

Following are examples of all the charts that can be produced by using the Excel file. The data are from another county, so your graphs may look very different once your data have been entered into the template.

### Using the template

The template file is organized as a workbook containing several worksheets. Each worksheet in the file is intended to hold data from one survey question. Some questions may have more than one graph, so there may be several graphs per worksheet.

Most of the special instructions for creating each graph are included as notes on each worksheet page. Each page has an empty table in which to enter your data. The graphs will also be empty until you start entering data.

**Data entry:** In general, data can be entered as is from the SPSS tables using the “Valid Percent” column.<sup>1</sup> **Questions 7, 9 and 10** report averages rather than percents, so some manual calculation is required before data can be entered in the table. Also, **questions 3 and 6** require averages and ranges be calculated and manually entered into text boxes on each graph.

**Text boxes:** Graphs for **questions 3 and 6** have “add-on” text boxes to report range and average data. These boxes must be selected and edited to enter your data.<sup>2</sup> Text boxes may be created and added to the bars for questions 2, 4 and 13 to add additional information re number of members or percents.

**Printing:** Graphs may look very different in normal and print preview modes, usually due to placement of text boxes. Always check to see how a graph will print before printing as some adjustment of text boxes may be necessary.

### Technical support

Contact Carol Hermann at 608/222-2974 with any questions you may have. Her email is [mwestph@facstaff.wisc.edu](mailto:mwestph@facstaff.wisc.edu).

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<sup>1</sup> If the percent figures you are entering are showing up in the graph multiplied by 100, enter them as decimals rather than whole numbers. For example, if you enter 3.8 in the table (for 3.8%) and it graphs as 380%, enter .038 instead).

<sup>2</sup> The box for question 6 occasionally seems to disappear from “normal” view, but shows up in “preview” mode and prints. Instructions on how to select that box are included in that worksheet page.

# **PowerPoint Presentation**



**Within The Group**

- ▶ To identify strengths, aspects or achievements to celebrate
- ▶ To identify areas needing attention or improvement

2

**Within The Group**

- ▶ To help clarify issues and/or build consensus
- ▶ To provide direction, inform group decision-making

3

**With Others**

- ▶ To promote the group within the community
- ▶ To increase understanding of the group's work

4

**With Others**

- ▶ To communicate within your own agency
- ▶ To use in grant applications or funding requests

5

**With Others**

- ▶ To build group visibility in the community
- ▶ To recruit members

6



**QUESTION 1: Which of the following best describes your community group?**



## **Networks**

- Members interact primarily for exchanging information and communication

8



## **Partnerships**

- Members involved in some joint planning and activity, but resources are separate

9



## **Coalitions**

- Members work together on goals that are complementary
- There is coordination and some sharing of resources

10



## **Collaboration**

- Members share common vision
- Actions are jointly created and resources, authority and decision making are controlled in the group

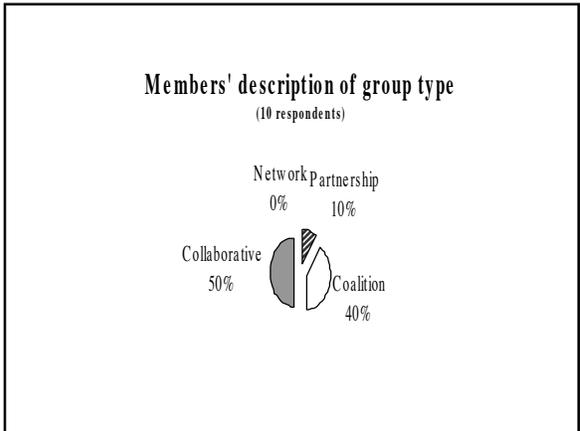
11

- 
- Groups may benefit by examining trends in member involvement to determine if desired changes are occurring.

12

- ▶ Not all members will want or need to share in leadership responsibilities.
- ▶ Groups are experimenting with innovative ways to share leadership.

13



**QUESTION 2: Who do you primarily represent as a member of this group?**

- ▶ Research tells us that community-based initiatives are more effective when all key perspectives are represented.

16

- ▶ Who members represent and the diversity within the group affects group functioning, access to resources and outcomes.

17

- ▶ The number of community sectors represented affects the number of activities completed and resource mobilization (Kegler, 1995).

18



Not all stakeholders are able or willing to participate as group members. Groups evolve and develop, membership does not remain static.

19



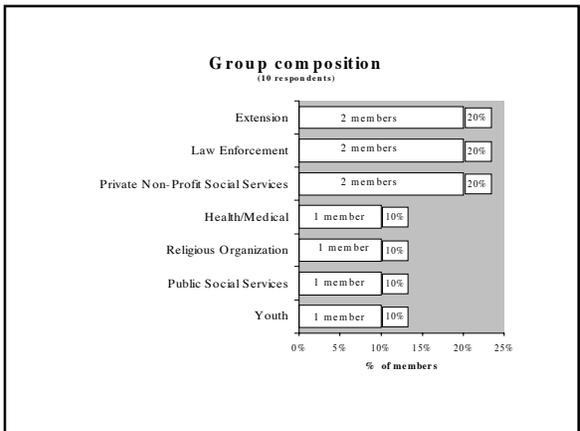
This question gives a portrait of the group's composition.  
It indicates the scope of representation whether some professions or interests are under-represented.

20



Some members may represent more than one interest  
The most important matter is that all voices are heard through a conscious and systematic process.

21




**QUESTION 3: How long have you participated in this community group?**



Length of participation affects group success and accomplishments.  
Effective groups have members who have been a part of the group for varying lengths of time.

24

- ▶ Successful groups usually have a system for recruiting and retiring members.
- ▶ Groups need to plan for the inevitable loss of involvement by group members.

25

- ▶ Community groups may want to consider where they are in terms of trust and relationship building as they bring new people to the group.

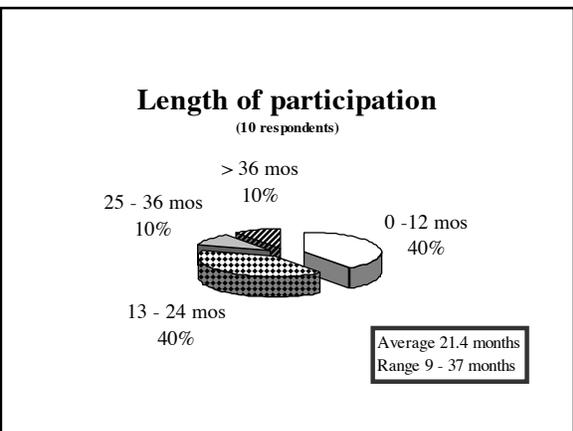
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- ▶ Stability within a group can be an asset in achieving goals when combined with a broad level of involvement throughout the community.

27

- ▶ Community problem solving is a long-term process.
- ▶ Commitment to the group work is essential
- ▶ Developing commitment may take time.

28



**QUESTION 4: What kind of roles have you played in the past 12 months and before then in the community group?**

- 
- ▶ To function successfully, community groups need people who serve in a variety of roles.
  - ▶ The exact number and types of roles depend upon purpose and size of the group.
- 31

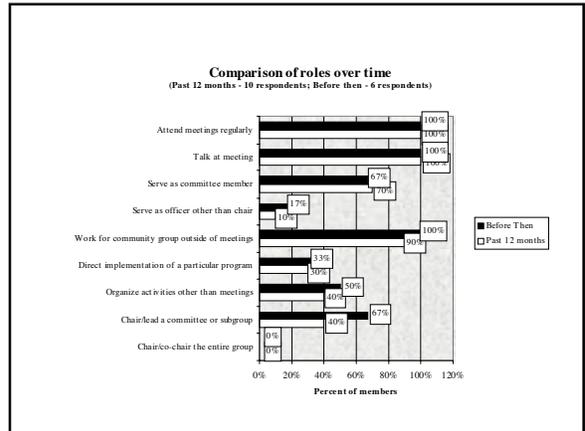
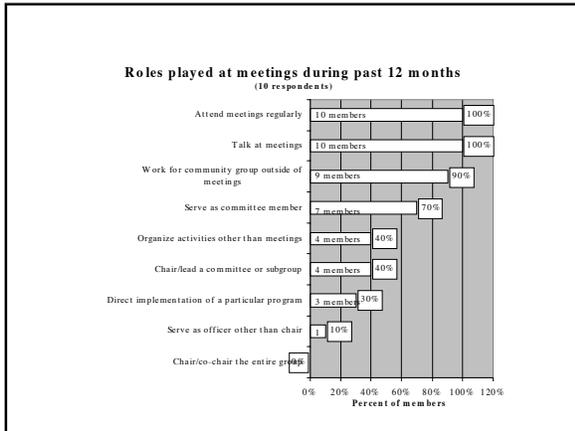
- 
- ▶ Community patterns and norms often influence the roles played by individual members.
  - ▶ Member involvement affects group success.
- 32

- 
- ▶ Groups with many highly involved members tend to accomplish more.
- 33

- 
- ▶ Peak group performance is most likely to occur when all members are actively engaged and feel responsible for group success.
- 34

- 
- ▶ Breaking into work groups to accomplish tasks has been found to affect the number of activities completed
- 35

- 
- ▶ Roles individual members play often change over time or according to need.
  - ▶ Successful groups recognize and use member strengths and abilities.
- 36



**QUESTION 5: Which of the following best describes your current situation as a participant in this community group?**

Members of community groups may be unpaid or paid, serving as a volunteer or as part of their professional responsibilities.

Whether members are volunteer or professional - unpaid or paid - influences how much time, resources and motivation they give to group work.

A group of concerned residents initiates a collaborative in response to a local issue and determines its direction and outcomes.



### **Grassroots Initiative**

- ▶ Professionals may come together in order to work more effectively and share resources.

43



### **Professional Model**

- ▶ Professionals direct the action

44



### **Mixed Model**

- ▶ Neither one model or the other is more successful
- ▶ Success depends upon the purpose of the group and working relationships it develops

45



### **If Members Are Volunteers Or Salaried**

- ▶ Research does indicate that a personal, vested interest is necessary for collaborative success

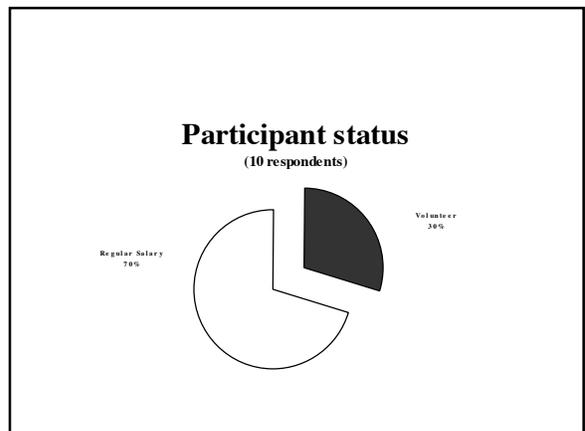
46



### **Experience Indicates**

- ▶ Members feel more comfortable in groups where there are people like themselves

47





**QUESTION 6: How many hours in an average month have you given to community group work?**

- 
- ▶ Many things are involved for a community group to succeed
  - ▶ Community group work takes time and commitment



- ▶ Sometimes groups spend a lot of time in regular group meetings but get little accomplished.



- ▶ It is important to ensure that time and effort is shared and not the responsibility of a few.



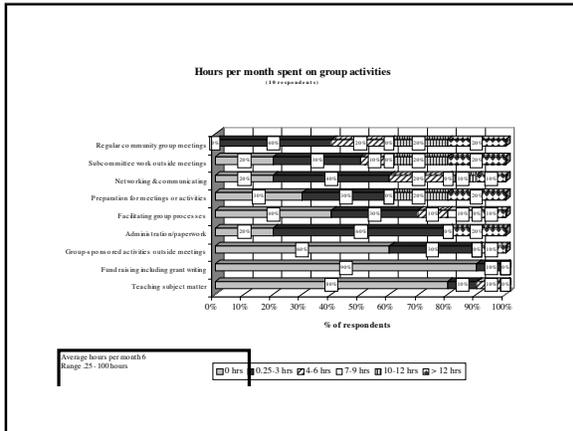
### **Shared Responsibility**

- ▶ This creates ownership
- ▶ Builds everyone's capacities
- ▶ Shares the workload



### **Celebrate And Communicate To Others**

- ▶ Level of activity and commitment of members, as measured by hours contributed



**QUESTION 7: To what extent did the community group have an impact on you?**

**Participation In A Community Group**

- May influence members personal knowledge, beliefs or skills

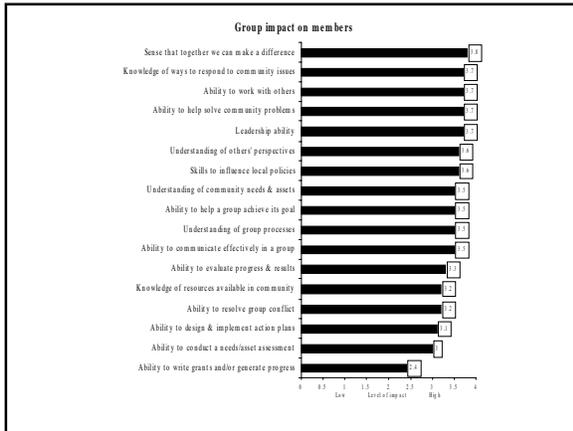
- When community members improve their understanding of the community, their ability to problem solve, mobilize resources, work with diverse interests, etc. they often apply or transfer the new knowledge and abilities to other situations, building "social capital".

**Social Capital**

- Communal relationships - is the foundation of sustainable community development

**Personal Growth**

- Can be used as a "recruitment tool" in attracting new members to the group and garnering public support



**QUESTION 8: How effectively does our group function?**  
 What a group accomplishes depends upon how well the group functions

- “Functioning” Includes**
- Developing direction and procedures
  - Ensuring effective leadership
  - Listening to minority views

- “Functioning” includes**
- Involving volunteers
  - Carrying out action plans
  - Securing resources

Research indicates that collaboratives evolve and move through loose chronological phases

It is useful to think about critical tasks that help a group move forward

- Results of this question should show member perceptions of how well the group functions, signaling areas to celebrate and those needing greater attention.

67

## QUESTION 10: Members satisfaction with the group

- Building mutual respect, understanding and trust among members is crucial.
- Whether members feel valued, accepted and comfortable in the group affects their participation and group outcomes.

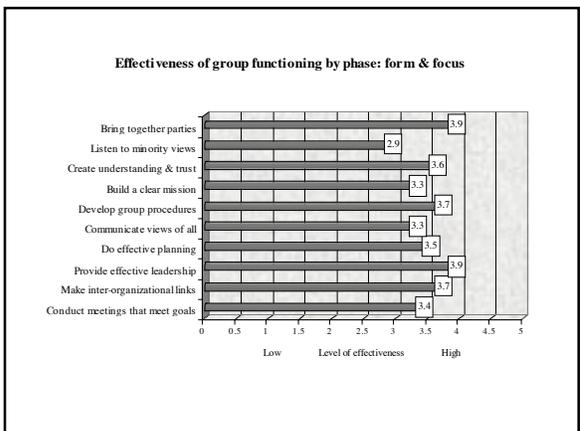
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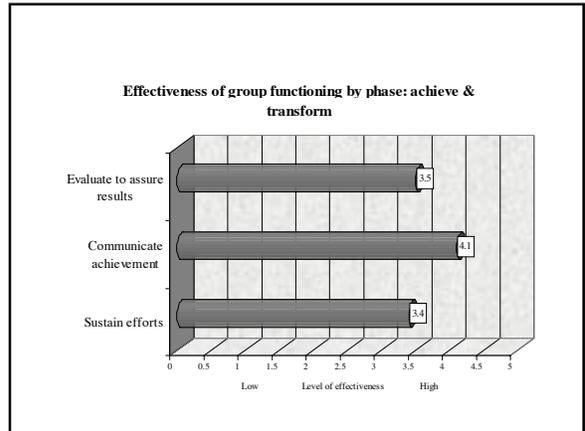
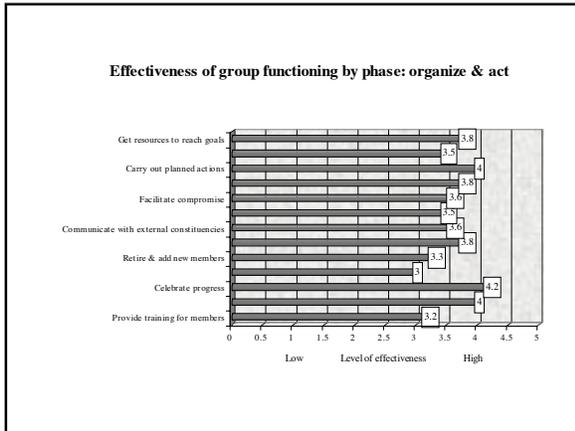
- ### Key Components In Developing And Enhancing Trust
- Choosing a neutral convener with good organizing and interpersonal skills
  - Hold effective meetings that build relationships

70

- ### Key Components In Developing And Enhancing Trust
- Involving everyone in the meetings
  - Disclosing individual and organizational self-interests

71





**QUESTION 11: What impact has the community group had on others?**

Despite how well they function, community groups will be judged by the **outcomes** they achieve

**Possible Outcomes**

- Involvement of people in addressing community issues in new ways
- Improved planning
- Capacity building of community members

**Possible Outcomes**

- Changes in resource use
- Improved delivery of services or programs
- Public policy changes
- Improved overall community conditions

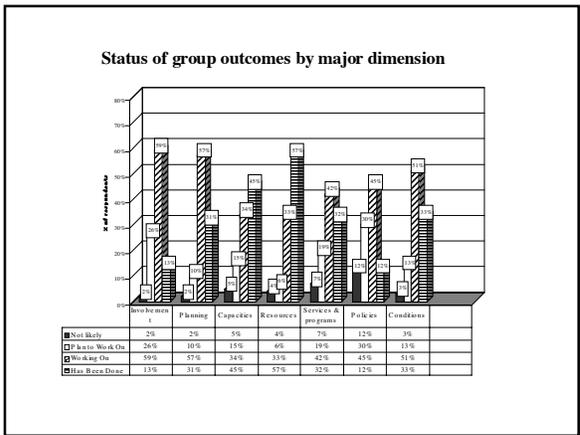
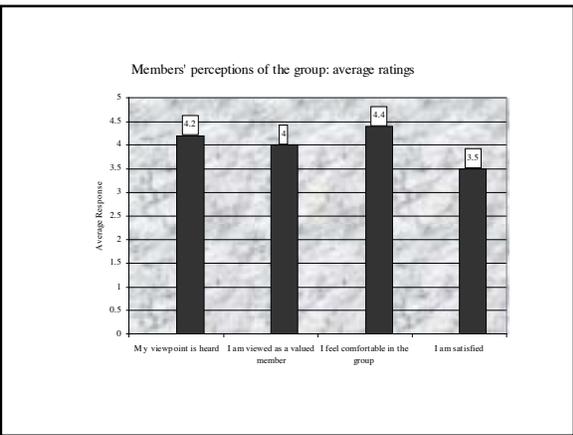
## Outcomes May Occur For:

- ▶ Individuals
- ▶ Families
- ▶ Groups
- ▶ Agencies
- ▶ Systems and/or communities

79

▶ Often, groups find it useful to monitor and celebrate achievements as they occur, keeping attuned to the final outcome(s) for which they are striving

80



## QUESTION 13: Extent to which the group has benefited the community

▶ Community groups are usually initiated in an effort "to help" or "make something better".

84


 The extent to which members feel the group's work has actually resulted in benefits for the community is important for sustaining member involvement and community support

85

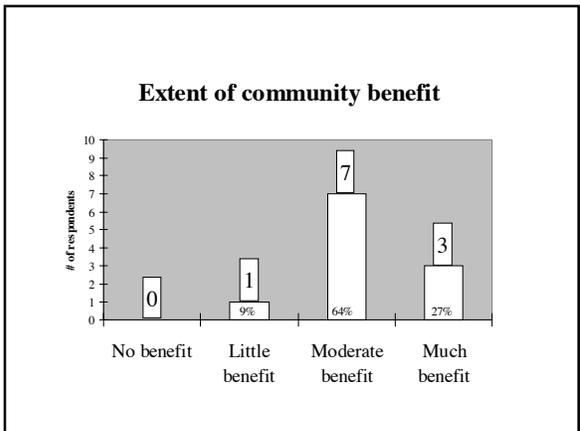
**Determines When Community Benefits May Occur**

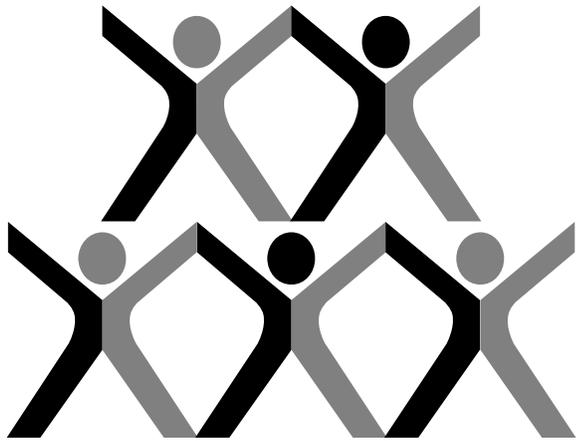
- Age of group
- History in working as a group
- Its purpose
- Community context

86

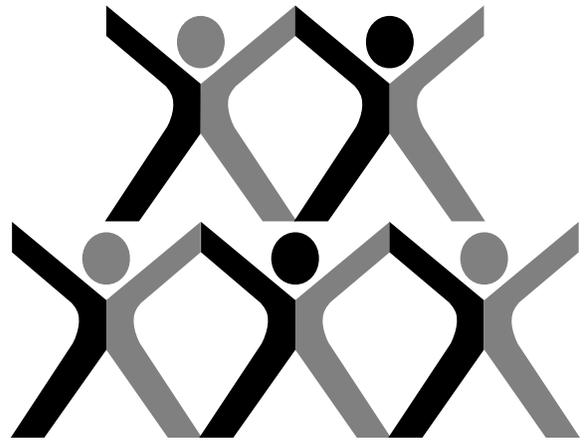

 Groups may wish to ask others in the community, in an objective manner, to what extent and how the community group has benefited community

87

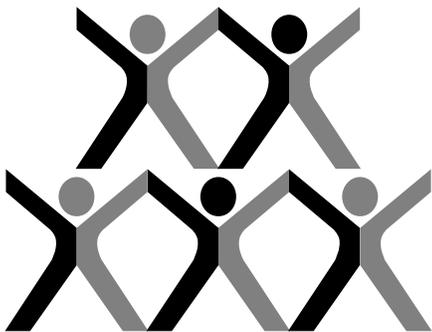




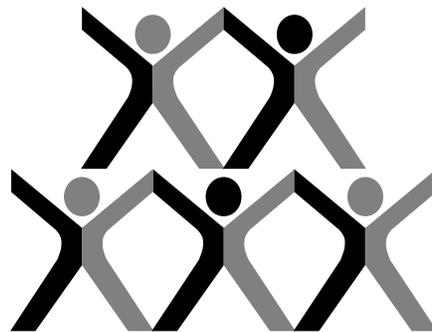
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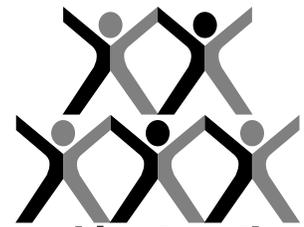
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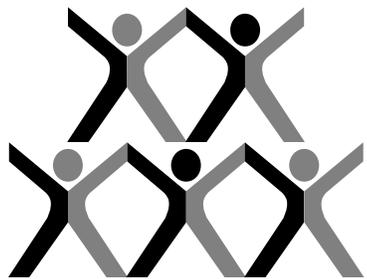
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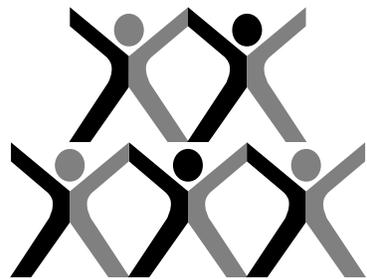
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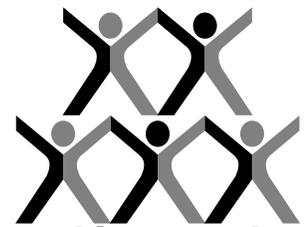
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