

## COALITION ASSESSMENT TOOL

The coalition is a team. Begin by identifying (listing) coalition supporters as ‘members’ or ‘partners’. Think strategically. All members and partners should be included because they make a positive contribution to your coalition’s goal (in this case, passing a smoke-free regulation). Members are individuals or organization representatives who attend regular meetings, help plan strategy and organize events, participate on committees or workgroups, and help in on-going recruitment of new members. For example, a representative from the ACS may fit the description of member if he/she comes regularly to meetings and participates actively in coalition work. Partners are individuals or organization representatives who may or may not attend meetings, but who have committed to be ‘on-call’ to provide a skill or service to the coalition’s initiative as they are needed. Partners have an interest in tobacco control and in smoke-free initiatives. For example, the local sheriff may not be a regularly attending member, but has committed to collaborate in compliance checks when they are planned. If you have further questions regarding the distinction between a member and partner, please speak with your MDCH consultant.

An important part of the assessment is to ask and help each coalition member and partner to describe his/her role: what do they want to contribute to the SF initiative? What do they believe their skills are? What are their specific interests? What is their level of commitment; that is, how dependable/reliable are they? This part of the assessment is not a test. There are no right or wrong answers. It will allow you to come up with answers. (See List of Skills and activities, Attachment 1). **Note:** Also see the Coalition Recruitment Exercise from Midwest Academy (Attachment 2).

The final step of the coalition assessment process is to analyze your findings and determine where recruitment is needed (see Step 5. below).

### 1. Do you have a coalition member from each of the Voluntaries?

<b>Organization</b>	<b>M/P?</b> Member/ partner	<b>Name and contact info</b>	<b>Skills/resources</b> (use letter/s from Skills list below)
a. ACS			
b. AHA			
c. ALA			
d. other (MOD...others?)			

### 2. Do you have other potential health allies as members or partners on the coalition?

<b>Public health and health professionals</b> (ex. Doctors, nurses, respiratory therapist, pharmacist, dental hygienist...)	<b>M/P?</b> Member/ Partner	<b>Name and contact info</b>	<b>Skills /resources</b> (use letter/s from Skills list below)
a.			
b.			
c.			
d.			
e.			
f.			
g.			

3. To improve diversity and grassroots support, look at other potential allies and non-traditional groups: Does your coalition include members or partners from any of these groups/individuals from the community? How can they support a smoke-free regulation?

Other groups/individuals	M/P?	Name and contact info	Skills/ resources
a. ethnic/racial groups *			
b. local community leaders or influentials **			
c. community-based organizations			
d. social service orgs.			
e. civic organizations			
f. youth and youth groups			
g. blue collar workforce			
h. seniors/groups (AARP)			
i. gay/lesbian groups			
j. PTO/ PTA			
k. tobacco-related illness survivors			
l. church leaders or faith-based groups			
m. business groups or assns.			
n. neighborhood assns.			
o. fitness/health clubs			
p. non-health professionals <ul style="list-style-type: none"> <li>- law enforcement</li> <li>- attorneys</li> <li>- teachers</li> <li>- coaches</li> <li>- firemen</li> <li>- com. college or univ.</li> <li>- professional fundraiser</li> <li>- development professional</li> </ul>			
q. media contacts			

\* This category may include representatives from any of the five major ethnic/racial groups in Michigan: African-, Asian-, Native-, Arab-American, and Latino/Chicano. It should also include any ethnic /racial groups specific to the local area (e.g. the Hmong population in Lansing and other communities.)

\*\* This category includes locally elected officials and/or those who have influence in community matters though they are not in elected office.

4. Identify who the team leaders are in your coalition as you focus on the smoke-free initiative.

Leadership role	Name
a. Who is the spokesperson(s)?	
b. Who is the group motivator?	
c. Who is the group organizer who keeps you on task?	
d. Who is the group facilitator?	
e. Who is the community resource person (the one who knows everyone and everything)	
f. other?	

5. Analyze your findings.

a. Briefly describe your coalition based on the information you've acquired:

"Our coalition has \_\_\_\_\_ regularly attending members and \_\_\_\_\_ partners who have committed to specific 'on-call' tasks to support our SF initiative. The coalition has representatives from these voluntary associations: \_\_\_\_\_ ACS, \_\_\_\_\_ ALA, and \_\_\_\_\_ AHA. Other health professionals (either Member or Partner) represented in our coalition are: [from #2 chart above] \_\_\_\_\_. Other groups and individuals include: [from #3 above] \_\_\_\_\_. Ethnic/racial groups or other vulnerable/special populations represented on the coalition are: \_\_\_\_\_."

b. Specifically identify gaps in membership. What do you need and whom do you need to ask to join your initiative? (See Recruitment Chart, Attachment 2).

c. Action steps. Identify who is going to do what to recruit:

Action Step 1: assign

Action Step 2: assign

Action Step 3: assign

6. Reassess progress in six months or as needed.

## **Attachment 1**

### **List of skills, activities, or resources**

Note: Use this list in filling out the Coalition Assessment form to describe what each of your members and partners will contribute. This is not an exclusive list. Please add to it as your situation requires.

- a. Arrange for meetings – notices, agenda, etc.
- b. Attend meetings
- c. Community liaison to other organizations
- c. Expert testimony at hearings
- d. Fund-raising
- e. Grant-writing skills
- f. Graphics for flyers
- g. In-kind – space for an activity or meeting
- h. Letters-to-the editor
- i. Mailings and mailing list
- j. Maintain database
- k. Marketing skills
- l. Materials
- m. Media advocacy skills
- n. Meeting materials
- o. Meeting minutes
- p. Organize meeting agenda
- q. Phone bank
- r. Provide meeting space
- s. Writing skills