

**ADMINISTRATIVE OFFICE OF THE COURTS**

P.O. BOX 2448  
RALEIGH, NC 27602

JUDGE RALPH A. WALKER  
DIRECTOR  
919-890-1391  
FAX: (919) 890-1915

DAVID F. HOKE  
ASSISTANT DIRECTOR  
919-831-5971

September 12, 2007

To Whom It May Concern:

The North Carolina Administrative Office of the Courts has developed several training modules and other forms for use with our drug treatment court teams. This was accomplished with funds from the Bureau of Justice Assistance, Grant #2006-DC-BX-0010.

Included on this cd are curricula, forms and manuals for use with:

- Drug Treatment Court Sanctions and Incentives "Tune Up"
- SCOT Analysis and Annual Action Planning
- Drug Treatment Court Site Visits

Each of these modules has been field tested, revised and tested again. These materials were developed for use in North Carolina with our drug court teams. You will both need and want to modify them for use with your court teams. For instance, the Sanctions and Incentives Tune Up curriculum provided is written for one VERY FULL day of training. If possible, we would recommend that you extend this training to one and one half days. The courts need to finish rewriting their "response guidelines" with your expert, outside facilitators in place. The site visit forms and process are still in development and testing. We have used them for one year, have revised them and are preparing to embark on year two. If you use them, please share your revisions and ideas with us.

Overall, we can tell you that these materials have been very well received. Evaluations from diverse team members have been overwhelmingly positive. The facilitators and trainers have found the materials easy to use. Finally, the courts have made substantive changes to their court process in response to these interventions.

We wish you luck. Please share your experiences with us.

Sincerely,  
*Kirstin Frescoln*

Kirstin Frescoln  
NC Drug Treatment Court Manager

**DTC ACTION PLANNING EXAMPLE**

**Program Name: Cumberland FDTC**

**Date: 03/12/2007**

Strategic Action Planning Issue: ACCESSING TARGET POPULATION / INCREASING REFERRALS			
<b>ACTIVITIES</b> What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity?	<b>RESPONSIBLE INDIVIDUAL(S)</b> Who will complete this activity?	<b>BEGINNING AND COMPLETION DATES</b> When will the activity begin and end?	<b>OUTPUTS/DOCUMENTATION OF RESULTS</b> How will you know that you have completed the task? Effected the outcome? Think about products or measurable changes.
1.Schedule informational sessions to educate attorneys, DSS staff, and other referral sources.	Case coordinator will set up the sessions. Judge and other team members will be in attendance.	April 3, 2007 July 3, 2007 October 3, 2007 (3 month intervals)	Document attendance at each meeting. Case coordinator can solicit feedback from attendees in passing after meetings have occurred. Track new referral numbers.
2.Revisit method of entry into FDTC. Voluntary vs. Court ordered	Case Coordinator FDTC Judge Family Court Judges DSS attorneys		Set up meetings with key policy decision makers and if change is made, case coordinator will track new admissions numbers. FDTC judge will discuss at regular district court judges' meeting.
3.Attendance at DSS court sessions by case coordinator (Physical presence in the courtroom)	Case Coordinator	Ongoing as schedule permits.	Case coordinator will provide feedback as to effectiveness.
4.Decrease time between referral and admission	Case coordinator SW assigned to each case.	Weekly for 4-6 weeks	Case coordinator will initiate weekly contact with SW to find out status/location of the parent and document.
5.Support enforcement of DSS court order/accountability	FDTC Judge Family Court Judge DSS attorney GAL	April 2, 2007 And ongoing	Case Coordinator can check 3 month subsequent review orders in DSS court and track changes

DTC ACTION PLANNING WORKSHEET

Program Name: \_\_\_\_\_

Date: \_\_\_\_\_

Strategic Action Planning Issue:			
<b>ACTIVITIES</b> What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity?	<b>RESPONSIBLE INDIVIDUAL(S)</b> Who will complete this activity?	<b>BEGINNING AND COMPLETION DATES</b> When will the activity begin and end?	<b>OUTPUTS/DOCUMENTATION OF RESULTS</b> How will you know that you have completed the task? Effected the outcome? Think about products or measurable changes.
1.			
2.			
3.			
4.			
5.			

## **Local Drug Treatment Court Team SCOT ANALYSIS**

**SCOT = Strengths Challenges Opportunities Threats**

### **A SCOT Analysis is a means of identifying:**

- ⇒ what it is that your court is doing well and what resources you have available (Strengths),
- ⇒ what your court is struggling to do and/or accomplish but that you may exert control over to resolve (Challenges),
- ⇒ what you may be able to do or what resources you might be able to apply to your challenges (Opportunities), and
- ⇒ what is a real threat or concern to the continued operation of your court but that you may have little ability to control (Threat).

Generally, Strengths and Challenges are internal and controllable (more or less) and Opportunities and Threats are external and you are unlikely to have much control.

### **To facilitate a SCOT Analysis of your court, you will need:**

1. your entire operational treatment court team
2. members of your Local Management Committee
3. someone who can serve as a facilitator of the meeting – prompt discussion, record answers, ask clarifying questions, and ensure everyone contributes
4. at least four hours of uninterrupted time for the SCOT Analysis and action planning
5. a flipchart stand, flipchart paper, markers and tape

### **Strengths**

Ask the team to identify the strengths and resources your court and court team have available to do your work. These things may include resources such as a consistent and well trained team, evidence-based treatment, grant funds for the purchase of evidence-based parenting classes, etc.

### **Challenges**

Ask the team to identify the challenges that hinder the optimal operation of your court. Challenges include things such as frequent turnover of team members, the need for a sustainable means of obtaining incentives or of providing transportation, etc.

### **Opportunities**

Ask the team to identify the opportunities that might be leveraged to improve the operation of your court. Opportunities may include things such as the new case management standards for probation officers, the philosophical approach of the Multiple Response System, approval of the new DMHDDSAS service definitions or a change in local or state leadership that is supportive of the courts.

### **Threats**

Ask the team to identify the threats that might negatively impact the operation of your court. Threats may include things such as the reduction of Medicaid funding for children's/adolescent services, uncertain local or state leadership, a reduced state budget, etc.

### **Action Plan**

Once your team has identified your SCOT, develop an Action Plan to address your challenges. Keep in mind that you should use your Strengths (when ever possible) to address your Challenges. How will you explore your Opportunities? How can you respond to the Threats? Include these as part of your Action Plan.

Dear DTC Team Members,

### **It's time for the DTC strategic planning process**

Every year, all drug treatment court teams are asked to engage in a strategic planning process. We do this by exploring our Strengths, Challenges, Opportunities, and Threats (SCOT) and then developing an Action Plan to build upon opportunities and to address challenges. The process is completed in three parts – (1) SCOT, (2) Action Planning, (3) Review and Commitment to the upcoming year. The AOC requires that we submit our SCOT, Action Plan and local MOU no later than August 1<sup>st</sup> each year.

### **Our process**

Group meetings designed to accomplish the strategic planning process have met for up to 5 hours, however we will do much of this process via email and meet for 2.5 hours on \_\_\_\_\_ to develop the action plan. The 2.5 hour session will be facilitated by \_\_\_\_\_. S/he is the DTC court coordinator in \_\_\_\_\_.

### **What you need to do now!**

- (1) Download and read the attached SCOT handout, which will explain SCOT.
- (2) Fill out the attached 8 SCOT worksheets with Strengths, Challenges, Opportunities, and Threats for **each** of the 8 key components. This should take approximately 30 to 60 minutes. Return your completed sheet to me by \_\_\_\_\_.

**NOTE:** A different key component is listed on the top of each sheet (while there are 10 components, only 8 seemed relevant, but if you would like to add any headings there are additional worksheets).

### **Next steps**

- (1) After completing your 8 key component worksheets, I will compile the SCOT's identified for each key component and return the compiled list to you for review.
- (2) You will review the compiled list of responses for each of the key components. Then decide the **top two Challenges and the top two Opportunities for each issue**. Mark these four choices with an \* and return the 8 worksheets via email to me by \_\_\_\_\_.
- (3) We will then meet for two hours on \_\_\_\_\_ to develop an Action Plan.
- (4) Later we will review our action plan and sign the local MOU.

I thank you in advance for your willingness to participate in this important process of reflection and goal setting.

Sincerely,

## Strategic Action Planning for Local Drug Treatment Court Teams

### Activity 1: Our Top Five DTC Issues

Name the top five issues you think your Drug Treatment Court needs to address in the coming year. List your issues in the space provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

To assist you in thinking about issues look at the following key components:

- \_\_\_\_\_ Non-adversarial team dynamics
- \_\_\_\_\_ Identification (targeting) and admission
- \_\_\_\_\_ Treatment
- \_\_\_\_\_ Drug testing
- \_\_\_\_\_ Sanctions and incentives
- \_\_\_\_\_ Court reviews
- \_\_\_\_\_ Training
- \_\_\_\_\_ Outreach to the community

### Activity 2: Refining our Named Priorities

- A. Do a Gallery Walk and review your team's Challenges and Opportunities that are posted on the flipcharts around the room. These issues were submitted by your team via email.
- B. In order to determine your team's priorities for action planning, you will each be given six votes (represented by six adhesive dots). Voting only for challenges, you may cast your six votes however you prefer—all six for one Challenge or one vote for six different Challenges, etc. Vote for your priorities.
- C. The facilitator will tally the votes. The six issues with the most votes will become your team's strategic action planning issues for the coming year.
- D. As a group, look at the charts of the Challenges and Opportunities, still posted around the room. Are there any Challenges that were not selected that might be folded into the six priority areas you selected? If yes, add them to the corresponding priority area chart.

Activity 3: Creating Our Team's Action Plan

- A. Listen as your facilitator explains the Action Planning Example handout. What are your questions?
- B. For an example, choose one priority area listed on the flipchart. In large group brainstorm answers to this question: *What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge?* These actions need to move this team one step closer to positively impacting this challenge. The actions need to be consistently monitored and shared by different people on the team, not just the coordinator.
- C. Then the team may, divide into three small diverse groups, (each should have diverse representation, such as a judge, a defense attorney, a treatment provider, etc.). In your group, complete the Action Planning Worksheet for two of the six priority areas. (You will choose or your facilitator will assign your priority area). To identify action steps, brainstorm answers to this question:

*What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity?*

- D. Each small group will share their Action Planning Worksheets with the whole team.

Activity 4: Till we meet again








- A. Decide when we can have a luncheon meeting to review the final SCOT document and review and sign the Memorandum of Understanding (MOU).

**Thank you for your participation and hard work to make this planning session a success!**

# Strategic Action Planning for Local Drug Treatment Court Teams (emailed SCOT) - Facilitator Guide



## Table of contents

 Pre meeting preparation for the SCOT strategic planning.....	2
 What you'll need on the meeting day.....	4
 The Activities: What you need to know.....	5
 Handouts (in separate attachments)	
○ Email letter to SCOT participants	
○ Emailed participant guide	
○ SCOT definition handout	
○ SCOT analysis worksheets (10 sheets)	
○ Action planning example	
○ Action planning worksheet	
○ SCOT evaluation	
 Tips for Facilitating Groups.....	9
 Debriefing and facilitating group discussions.....	10
 Brainstorming Techniques and Tips.....	10



## Pre meeting Preparation

*3 to 4 weeks before the training:*

### **For the local DTC coordinator:**

If you want to do the SCOT analysis via email, you (the local DTC coordinator), will need to do the following preliminary work:

- 1. Talk to team members to let them know about the email version of SCOT training.** You want to let them know that to save out-of-court time you have arranged to begin the SCOT process via email. Tell them to expect an email with attachments and explain the SCOT forms. Warn them that once they receive the email, they will need to set aside a minimum of 30 minutes to complete the SCOT for the 8 key components. They will then need to return their thoughts to you within 2 days. Finally, explain that, within a week, they will receive the compiled list of the entire team's responses. They should then read all the responses and determine which two challenges and which two opportunities they believe are the most important for each of the 8 key components.
- 2. Email the explanatory letter and attachments.** Send the explanatory letter, a copy of the SCOT analysis worksheets, and the SCOT definition handout to each team member at least 2 weeks before the workshop. Ask each team member to return the completed SCOT worksheets to you within 2 days. (You may want to determine a different time line, but remember most people work to a deadline, so the longer you give them the more time it will take).
- 3. Compile these responses and recirculation for prioritization.** When you have received all responses, compile each unique response into 8 lists of challenges and 8 lists of opportunities, one for each of the 8 worksheets. Email the compiled lists and ask each team member to determine which two challenges and which two opportunities they believe are most important within each key component. Ask them to return this within 2 days.
- 4. Record these prioritized challenges and opportunities on flipchart paper. These will be posted on the walls during the meeting.**

*1 to 2 weeks before the meeting and after completing the assignment above:*

### **For the local DTC coordinator:**

1. Confirm room for the SCOT workshop.
  - Ensure there is enough room to hang at least 10 flipchart pages on the walls.
  - If you are using a conference room with one long table ensure there is enough space to move chairs into pairs or triads.
2. Confirm participant attendance.
3. Download the **facilitator guide** and read **all** materials included in this guide.
4. Send a reminder email to each participant with a meeting agenda.

5. Call the session facilitator to coordinate logistics and team understanding. (see suggested questions below).
6. Send the final version of emailed SCOT opportunities and challenges, (those that will be posted) to the facilitator.
7. Make copies of handouts and place in a folder for each participant. (Handouts are found in separate attachments):

**Participant guide for each team member**

**DTC SCOT's definition handout for each team member**

**DTC action planning worksheet example for each team member**

**Evaluation for each team member**

8. Make copies of the following documents for distribution during the workshop:

**DTC action planning worksheet, about 12 in case of errors**

***Suggested questions to coordinate the session with the facilitator:***

Logistics

- Directions to the room, size of room, room set up?
- Who brings which supplies?
- Who will make the copies?
- What type of flipcharts, dry erase boards, etc is available?
- What has been sent to the team and what needs to be sent before the meeting?

Team Make up

- How many teams will be at this meeting?
- Which courts and what counties are represented?
- Do some of the same people sit on various teams (if more than one county)?
- Who will be there?
- Will all team members be there?

Group dynamics

- What can you tell me about the group dynamics?
- What are the dynamics between team members?
- What are the community dynamics?
- What do you think the team struggles with/could do better?
- What is the schedule of treatment and precourt staffing?
- Who calls the docket?
- When was your last group planning process?
- What is the biggest problem(s) facing the team(s)?


General question




- Are there any "opportunities" that the team may perceive as a threat?  
(For example, the team may view taking time for this type of meeting as a threat or challenge, but if looked at in a different way this is actually an opportunity to make the team operate in a more efficient way that saves time in the long run.)




## What you'll need the day of meeting



- 2 Flipchart stands, flipchart paper, markers, and tape
- Sticky notes and extra pens
- 6 adhesive dots for each team member
- Means of monitoring time – clock, watch, timer etc.
- Nametags (optional)
- Copy of **facilitator guide** for each facilitator
- Packet of handouts for each participant that includes:
  - Copy of **participant guide, DTC SCOT's definition handout, action planning example, and evaluation**
- Challenges that have been compiled and written on flipcharts
- Opportunities that have been compiled and written on flip charts
- Copy about 12 **DTC action planning worksheet** handouts
- Water, coffee, morning and afternoon snacks, sodas
- Lunch ordered
- Paper towels
- Ice
- Post “parking lot” sheet – a blank flip chart page with the words parking lot at the top.

The activities: What you'll need to know

Time and icons	Content												
 5 minutes	<p><b>Facilitator note:</b> The text in <i>italic</i> appears before activities to provide an introduction and link the activity to what the group has just done. They are designed to be a guide. Capture these ideas in your own words.</p> <p>The words in <b>bold</b> are designed to provide helpful instruction to the facilitator.</p> <p>Estimated times and needed materials appear in the left margin. The icon key listed below explains these icons:</p> <table border="1" data-bbox="328 772 1281 1035"> <thead> <tr> <th colspan="2">ICON KEY</th> </tr> </thead> <tbody> <tr> <td> - break</td> <td> - handout</td> </tr> <tr> <td> - flipchart</td> <td> - write</td> </tr> <tr> <td> - discuss</td> <td> - activity time</td> </tr> <tr> <td> - group work</td> <td> - check time</td> </tr> <tr> <td> - individual work</td> <td></td> </tr> </tbody> </table> <p><b><u>Introductions and logistics</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Welcome participants and introduction of facilitator</b></li> <li>➤ <b>Meeting room and bathroom logistics.</b></li> <li>➤ <b>Mention that you have posted a “Parking Lot” chart in case the participants have questions or ideas that are not on the agenda.</b></li> <li>➤ <b>Highlight purpose and overview the day’s activities as follows:</b></li> </ul> <p><i>The purpose of this meeting is to develop an action plan for the coming year based on the Strengths, Challenges, Opportunities and Threats that are specific to this Drug Treatment Court Team.</i></p> <p><i>We will begin by naming issues facing this team, analyzing the Challenges this team named, and creating an action plan that answers the question:</i></p> <p style="padding-left: 40px;"><i>What actions or activities could we commit to doing that will have the biggest positive impact on addressing these challenges?</i></p> <p><b>So... let's get started!</b></p>	ICON KEY		- break	- handout	- flipchart	- write	- discuss	- activity time	- group work	- check time	- individual work	
ICON KEY													
- break	- handout												
- flipchart	- write												
- discuss	- activity time												
- group work	- check time												
- individual work													

Time and icons	Content
   10 minutes   Flipchart their answers	<p><b>Activity 1: Naming priorities for action planning</b>  <b>Ask participant to locate their Participant Guide. Read activity 1 in the participant guide. Write the top five issues you think your Drug Treatment Court needs to address in the coming year. Allow about 2 minutes for individual work then ask for responses. Flipchart the answers.</b></p> <p><b>Prompt for additional issues by naming each component and asking probing questions. It is important to just ask the question and be silent. This will ensure the team is naming their issues. The following are examples of probing questions for each component.</b></p> <p><b>Non-adversarial team dynamics</b> – Does everyone have their ideas heard at team meetings?</p> <p><b>Identification (targeting) and admission</b> – Are targets being met on a consistent basis? Are referrals coming from varied sources, such as, judges, defense attorneys, etc?</p> <p><b>Treatment</b> – Is there an issue this team can influence about treatment? What can this team do to improve your satisfaction with community treatment services and accessibility?</p> <p><b>Drug testing</b> – Does Drug Court have an adequate testing policy?</p> <p><b>Sanctions and incentives</b> – Is the team following the recommended model of 4 incentives for every one sanction?</p> <p><b>Court reviews</b> – Is there any perceived favoritism that is an issue for the team?</p> <p><b>Training</b> – Can we get everyone together for the training that is needed?</p> <p><b>Outreach to the community</b> – Does the community know of DTC success? Is more community support needed?</p>

 <p>15 minutes</p>  <p>Compare these issues to those named in activity 1.</p>  <p>Action Plan example</p>	<p><b><u>Activity 2: Refining our team's issues for Action Planning</u></b> <b>Give each participant 6 adhesive dots. Ask participants to walk around to each of the flipcharts. Read all the challenges before voting. Use all 6 dots to vote for the most important issues faced by the team. You can use all 6 dots on one issue or use one dot for six different issues or any combination in between. What are your questions?</b></p> <p><b>Tally the votes after everyone has voted. Write the top 5 or 6 issues on the flipchart opposite the flipchart of issues named in activity 1.</b></p> <p><i>Look at the two charts. Are there any issues raised in the beginning of the meeting that are not noted on the new chart?</i></p> <p><i>Look at the charts of the Challenges still posted around the room. Are there any Challenges that were not selected that might be folded into the issues you selected? If yes, can you collapse any of the issues that received votes into the 5-6 top vote getters?</i></p> <p><b>You should have 4 to 6 issues that are short and focused. For example, accessing target population/increasing referrals, or increasing community support.</b></p> <p><b><u>Activity 3: Creating Our Team's Action Plan</u></b></p> <p><i>We are now ready to plan the actions this team can take to create a positive impact on these challenges. The actions do not need to be big, but they need to be monitored and done by a variety of people on the team, not just the coordinator. For example, look at the action plan example in your handout packet.</i></p> <p><b>Read the issue, activity, responsible person, dates, and outputs on the sample action plan. After you have read the example, say: <i>It is important to note the action plan answers the question: What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity?</i> Ask: what are your questions?</b></p>
--	---

 <p>Estimated time: 1 hour and 45 minutes for action planning and reporting or for developing all action plans in large group</p>	<p><b>Choose one issue the group has listed. Have one person fill in one action plan worksheet (usually this will be the coordinator), as the group names actions that can be taken. Probe the group. Continue to ask the group:</b> <i>What actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge? We need to work toward having 5 action items.</i></p> <p><b>Keep probing until they have about five activities for each issue. You may want to do all issues as a large group or you may want to divide the group into three small diverse groups (a judge, a defense attorney, mental health, etc.). For small groups have each group choose two priority areas or assign each group two priority areas. Give each group at least two action planning worksheets.</b></p> <p><b>Wander between the groups. If a team gets “stuck” provide them with the questions:</b> 1) <i>What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity?</i>                  2) <i>These actions don’t have to be a big effort they just need to be monitored!</i>                  3). <i>What can this team do to affect a change to this challenge?</i></p>
 <p>5 minutes</p>	<p><b>If the team broke into small groups have each group share their Action Planning Worksheets with the whole team. If the team stayed in a large group ask the recorder to read the action worksheet to the group.</b></p> <p><b><u>Activity 6: Next Steps</u></b></p> <p><b>A. <u>This may be done by the local DTC coordinator.</u></b> Let the group know what will happen next. Tell them when the action plan will be ready for review. Let them decide when the group should reconvene over lunch to review the final action plan document and review and sign the team’s Memorandum of Understanding (MOU).</p> <p><b>Thank participants for their hard work and participation in DTC Strategic Action Planning!</b></p>

## **TIPS FOR FACILITATING GROUPS**

You cannot make other people be motivated, but you can create an environment that encourages them to be self-motivated. Facilitation skills in the following areas are essential to your success in this process.

### **Creating a Positive Learning Climate**

Trust, respect, and accountability are critical. Establish a positive climate at the beginning of training and maintain it throughout the session.

### **Managing Time**

As the facilitator, you are accountable to the learners to ensure that all material is taught and all skills are practiced. An activity may take longer than planned because of group discussion or questions. Prior to each session, create a plan to use if time runs short. This might mean shortening the time on an activity by limiting the number of responses when small groups debrief. Pay attention to the needs of your learners. Announce the need to move on, but if possible, suggest you will stay to discuss an issue after the session. Suggested times for activities are at the beginning of each activity.

### **Listening & Asking Questions**

Questions are your key to understanding what is going on for the group and for individual learners. You may wish to replace or supplement the suggested questions in the facilitator guide with those created by listening to your group. Remember to ask only one question at a time and then wait. Give people a chance to respond. People need time to think and formulate their answers. Eight to ten seconds is not too long to wait, even though it may seem long to you.

### **Giving Instructions for Activities**

The instructions for the activities are written on the participant guide. By having these instructions displayed on the handout and stated by the facilitator the participants will see and hear what they will be expected to talk about. This will assist them with focus and clarity throughout the activity.

In addition to showing participants what they will be asked to discuss, you need to review the instructions to make sure the participants understand why the activity is important and what they are to do. Address the “why,” “what,” “how” and the reporting procedure of the activity. For example, you might say, “In the first activity, you will be asked to write the top five issues your Drug Court Team needs to address in the coming year and then identify what key component relates to that issue (the “why”). An important aspect of developing a strategic plan is understanding the strengths, challenges opportunities and threats that are present in our working environment (the “what”). Work in your small groups and write the SCOT’s for each of the key components (the “how”). In small groups decide on the top two challenges and top two opportunities for each issue. Write those on the flipchart with your initial. Continue until you have completed all 8 key components (the “report”). This lays a foundation for learning about their experience rather than judging if the experience is “right” or “wrong.”



## Debriefing & Facilitating Group Discussions

Handling the reports from small groups and orchestrating large group discussions are essential facilitation skills. Here are some suggestions:

- Stay in the room while small groups are working on the activity. Let them do the work without interference, but be available if a group needs your assistance.
- Be attentive to noise level. A change indicates that learners may be working harder or that they have completed their activity.
- Announce a time check by saying, “There are about two more minutes left,” or “Can you finish in two minutes?” Pull the groups together earlier if you sense they have completed the activity.
- When you call the group back together, make it invitational by saying something like, “It’s time to come back together,” or “Let’s hear what each group has to say.” Then make sure you have the group’s attention before proceeding.
- Ask in-depth questions, especially of the “What if...” type, to challenge thinking and expand the learning (e.g., “What if that challenge was eliminated, what else would stand in the way?”).
- Acknowledge and affirm participants’ work by selectively recapping, paraphrasing in your own words, or expounding, (e.g., “You make a good point about... In addition...”).

## Brainstorming Techniques and Tips

Brainstorming is a group creativity technique that is designed to generate a large number of ideas for the solution of a problem. It is particularly helpful when the group needs to develop new ways of looking at things. Here are some suggestions for leading a brainstorming session:

- Define the problem you want solved clearly, and lay out any criteria to be met;
- Keep the session focused on the problem;
- Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a good brainstorming session;
- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group;
- Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity;
- Ensure that no train of thought is followed for too long;
- Encourage people to develop other people's ideas, or to use other ideas to create new ones; and
- Appoint one person to note ideas that come out of the session. A good way of doing this is to use a flip chart, so the suggestions can be studied and evaluated.

## Evaluation of the 2007 SCOT process

Please take a few minutes to let us know what went well and how we can improve this planning process by answering the following questions:

1. What I found useful/liked about this planning process was...

2. For me, this meeting would have been even more useful if...

3. An important learning for me today was...

4. One comment I have for the facilitator is...

5. Overall I found this process....

# Strategic Action Planning for Local Drug Treatment Court Teams - Facilitator Guide



## Table of contents

- **Pre meeting preparation for the SCOT strategic planning.....2**
- **What you'll need on the meeting day.....3**
- **The Activities: What you need to know.....4**
- **Handouts (in separate attachments)**
  - **SCOT Participant Guide**
  - **DTC SCOT definition handout**
  - **SCOT strategic issue worksheets (10 sheets)**
  - **DTC Action Planning Example**
  - **DTC Action Planning Worksheet**
  - **SCOT evaluation**
- **Tips for Facilitating Groups .....10**
- **Debriefing and facilitating group discussions.....11**
- **Brainstorming Techniques and Tips.....12**

## Pre meeting Preparation

*1 to 2 weeks before the meeting:*

### **For the local DTC coordinator:**

1. Confirm room for the SCOT workshop.
  - Ensure there is enough room to hang at least 10 flipchart pages on the walls.
  - If you are using a conference room with one long table ensure there is enough space to move chairs into pairs or triads.
2. Confirm participant attendance.
3. Download the **facilitator guide** and read **all** materials included in this guide.
4. Send a reminder email to each participant with a meeting agenda.
5. Call the session facilitator to coordinate logistics and team understanding (see suggested questions below).
6. Make copies of handouts and place in a folder for each participant. (Handouts are found in separate attachments):
  - Participant guide for each team member**
  - DTC SCOT's definition handout for each team member**
  - DTC action planning worksheet example for each team member**
  - Evaluation for each team member**
7. Make copies of the following documents for distribution during the workshop:
  - SCOT strategic issue worksheet**, at least two of each key component.
  - DTC action planning worksheet**, about 12 in case of errors.

### ***Suggested questions to coordinate the session with the facilitator:***

#### Logistics

- Directions to the room, size of room, room set up?
- Who brings which supplies?
- Who will make the copies?
- What type of flipcharts, dry erase boards, etc. is available?
- What has been sent to the team and what needs to be sent before the meeting?

#### Team Make up

- How many teams will be at this meeting?
- Which courts and what counties are represented?
- Do some of the same people sit on various teams (if there is more than one team/county represented)?
- Who will be there?
- Will all team members be there?

## Facilitator guide for DTC strategic planning

### Group dynamics

- What can you tell me about the group dynamics?
- What are the dynamics between team members?
- What are the community dynamics?
- What do you think the team struggles with/could do better?
- What is the schedule of treatment and precourt staffing?
- Who calls the docket?
- When was your last group planning process?
- What is the biggest problem(s) facing the team(s)?





























### General question



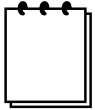
- Are there any “opportunities” that the team may perceive as a threat?  
(For example, the team may view taking time for this type of meeting as a threat or challenge, but if looked at in a different way this is actually an opportunity to make the team operate in a more efficient way that saves time in the long run.)




## What you'll need the day of meeting

- 2 Flipchart stands, flipchart paper, markers, and tape.
- Sticky notes and extra pens.
- 6 adhesive dots for each team member.
- Means of monitoring time – clock, watch, timer etc.
- Nametags (optional).
- Copy of **facilitator guide** for each facilitator.
- Packet of handouts for each participant that includes:
  - Copy of **participant guide, DTC SCOT's definition handout, action planning example, and evaluation.**
- Copy at least 2 complete sets (one for each strategic issue) of DTC **strategic issue SCOT worksheet handouts**. These should be collated and stapled so ample space is provided for each person to write their SCOT thoughts.
- Copy at least 8 **DTC action planning worksheet** handouts (2 extra in case of changes).
- Water, coffee, morning and afternoon snacks, sodas.
- Lunch ordered.
- Paper towels.
- Ice.
- Post “parking lot” sheet – a blank flip chart page with the words parking lot at the top.




The activities: What you'll need to know






Time and icons	Content												
 5 minutes	<p><b>Facilitator note:</b> The text in <i>italic</i> appears before activities to provide an introduction and link the activity to what the group has just done. They are designed to be a guide. Capture these ideas in your own words.</p> <p>The words in <b>bold</b> are designed to provide helpful instruction to the facilitator.</p> <p>Estimated times and needed materials appear in the left margin. The icon key listed below explains these icons:</p> <table border="1" data-bbox="505 787 1235 1045"> <thead> <tr> <th colspan="2">ICON KEY</th> </tr> </thead> <tbody> <tr> <td> - break</td> <td> - handout</td> </tr> <tr> <td> - flipchart</td> <td> - write</td> </tr> <tr> <td> - discuss</td> <td> - activity time</td> </tr> <tr> <td> - group work</td> <td> - check time</td> </tr> <tr> <td> - individual work</td> <td></td> </tr> </tbody> </table> <p><b><u>Introductions and logistics</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Welcome participants and introduction of facilitator</b></li> <li>➤ <b>Meeting room and bathroom logistics</b></li> <li>➤ <b>Mention that you have posted a “Parking Lot” chart in case the participants have questions or ideas that are not on the agenda</b></li> <li>➤ <b>Highlight purpose and overview the day’s activities as follows:</b></li> </ul> <p><i>The purpose of this meeting is to develop an action plan for the coming year based on the Strengths, Challenges, Opportunities and Threats that are specific to this Drug Treatment Court Team.</i></p> <p><i>We will begin by naming, analyzing, and setting priorities related to the strengths, challenges, opportunities, and threats (SCOT) for 8 of the DTC key components. Then you will work to create an action plan that answers the question:</i></p> <p style="padding-left: 40px;"><i>What actions or activities could we commit to doing that will have the biggest positive impact on addressing these challenges?</i></p> <p><b><i>So... let’s get started!</i></b></p>	ICON KEY		 - break	 - handout	 - flipchart	 - write	 - discuss	 - activity time	 - group work	 - check time	 - individual work	
ICON KEY													
 - break	 - handout												
 - flipchart	 - write												
 - discuss	 - activity time												
 - group work	 - check time												
 - individual work													

Time and icons	Content
 <p>10 minutes</p>  <p>Participant guide</p> <p>Flipchart their answers</p> 	<p><b><u>Activity 1: Our top 5 DTC Issues</u></b></p> <p><b>Ask participant to locate their Participant Guide. Read activity 1 in the participant guide. Write the top five issues you think your Drug Treatment Court needs to address in the coming year. Allow about 2 minutes for individual work then ask for responses. Then ask: <i>What did you write?</i></b></p> <p><b>Facilitator note: It is often hard to get participants to talk. Ask the question and be quiet for at least 20 seconds. Write down as many DTC issues as the group generates, but don't worry if there are not 5.</b></p> <p><b>Flipchart these responses in clear concise terms. Ask for clarification about any issue that may be unclear. Try to get buy in from as many team members as possible.</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>


           <p>10 minutes</p>   	<p><b><u>Activity 2: Key Components for SCOT Analysis</u></b>  <b>Ask participants to look in their participant guide and:</b></p> <p><i>Review the eight DTC Components chosen for this strategic planning process. Note where the listed issues are included in these components by writing the number of the issue to the left of the component. If any of our listed issues are not included in the eight components, add them to the list. These will be the issues that you will include in your SCOT Analysis in the next activity. (The two key components that are not included are: (1) monitoring and evaluation measures and (2) Drug courts in the justice system.)</i></p> <ul style="list-style-type: none"> <li>_____ Non-adversarial team dynamics</li> <li>_____ Identification (targeting) and admission</li> <li>_____ Treatment</li> <li>_____ Drug testing</li> <li>_____ Sanctions and incentives</li> <li>_____ Court reviews</li> <li>_____ Training</li> <li>_____ Outreach to the community</li> </ul> <p><b>In group, ask</b> <i>which DTC component the first issue listed on the flipchart relates to. Continue this process with each remaining issue. There should be at least 4 to 6 key components identified.</i></p> <p><b>Prompt for additional issues by naming each component and asking probing questions. It is important to just ask the question and be silent. This will ensure the team is naming their issues. The following are examples of probing questions for each component.</b></p> <p><b><i>Non-adversarial team dynamics</i></b> – Does everyone have their ideas heard at team meetings? How do you manage differences of opinion?</p> <p><b><i>Identification (targeting) and admission</i></b> – Are targets being met on a consistent basis? Are referrals coming from varied sources, such as, probation, judges, defense attorneys, etc?</p> <p><b><i>Treatment</i></b> – Is there an issue this team can influence about treatment? What can this team do to improve your satisfaction with community treatment services and accessibility?</p> <p><b><i>Drug testing</i></b> – Does Drug Court have an adequate testing policy?</p>
---	--



	<p><b>Sanctions and incentives</b> – <i>Is the team following the recommended model of 4 incentives for every one sanction?</i></p> <p><b>Court reviews</b> – <i>Is there any perceived favoritism that is an issue for the team?</i></p> <p><b>Training</b> – <i>Can we get everyone together for the training that is needed?</i></p> <p><b>Outreach to the community</b> – <i>Does the community know of DTC successes? Is more community support needed (incentives, sanctions, housing)?</i></p> <p><b>Pull the SCOT strategic issue worksheet for each component that is named, including those key components named as you prompted for additional issues. Only those components named above will be used for the SCOT. You should have at least 4 or 5 key components. Do not have more than 3 people per group.</b></p>
 <p>5 minutes</p>  <p>SCOT description handout</p>  <p>Distribute one SCOT strategic issue worksheet to each pairs or trios.</p>	<p><b><u>Activity 3 : SCOT Analysis</u></b></p> <p><b>Have participants find their SCOT description handout in their packet. Ask participants to:</b></p> <p><i>Read about Strengths, Challenges, Opportunities, and Threats as they are described on your handout. <b>ASK:</b> What are your questions?</i></p> <p><b>Facilitator note: Give one SCOT strategic issues worksheet to each pair or trio.</b></p>

 <p>This will take less time if there are fewer than 8 strategic issues. <b>45 minutes</b></p>  <p>Call time for rotation</p>  <p>15 - 20 minutes for break</p>	<p><i>Working in pairs or trios, write Strengths, Challenges, Opportunities, and Threats for the key component named at the top of the SCOT analysis worksheet. You will work on one worksheet at a time, passing your sheet to the group on your right when I call time. When the activity ends, you will have analyzed each of your group's issues.</i></p> <p><b>FACILITATOR NOTE:</b> Have participants rotate papers every 5 minutes (45 minutes is based on 8 key components being rotated, fewer or more key components will reduce or increase time). The group may not need as much time after the first two rotations, since it is not necessary to list the same SCOT's again.</p> <p><b><u>BREAK</u></b></p> <p><b>(During the break, the facilitator and recruited volunteers will write all Challenges onto flipchart pages. Write each challenge about 2 inches high under each key component heading. There could easily be about 60 challenges, but this is not a very time consuming process, especially with a volunteer.</b></p>
 <p>20 minutes</p>  <p>Compare these issues to those named in activity 1.</p>	<p><b><u>Activity 4: Naming Priorities for Action Planning</u></b></p> <p><b>Give each participant 6 adhesive dots. Ask participants to walk around to each of the flipcharts. Read all the challenges before voting. Use all 6 dots to vote for the most important issues faced by the team. You can use all 6 dots on one issue or use one dot for six different issues or any combination in between. What are your questions?</b></p> <p><b>Tally the votes after everyone has voted. Write the top 5 or 6 issues on the flipchart opposite the flipchart of issues named in activity 1. Look at the two charts. Are there any issues raised in the beginning of the meeting that are not noted on the new chart?</b></p> <p><i>Look at the charts of the Challenges still posted around the room. Are there any Challenges that were not selected that might be folded into the issues you selected? If yes, can you collapse any of the issues that received votes into the 5-6 top vote getters?</i></p> <p><b>You should have 4 to 6 issues that are short and focused. For</b></p>

	<p><b>example, accessing target population/increasing referrals, or increasing community support.</b></p>
<div data-bbox="154 472 235 556" data-label="Image"> </div> <p data-bbox="146 562 284 619">Action Plan example</p>  <div data-bbox="154 882 235 955" data-label="Image"> </div> <p data-bbox="146 987 316 1291">Estimated: 1 hour and 45 minutes for action planning and reporting or for developing all action plans in large group</p>  <div data-bbox="186 1407 276 1480" data-label="Image"> </div>	<p data-bbox="332 304 998 346"><b><u>Activity 5: Creating Our Team’s Action Plan</u></b></p> <p data-bbox="332 378 1412 556"><i>We are now ready to plan the actions this team can take to create a positive impact on these challenges. The actions do not need to be big, but they need to be, monitored and done by people on the team, not just the coordinator. For example, look at the action plan example in your handout packet.</i></p> <p data-bbox="332 619 1412 840"><b>Read the issue, activity, responsible person, dates, and outputs on the sample action plan. After you have read the example, say:</b> <i>It is important to note that each action plan worksheet will answer the question: What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity? Ask: what are your questions?</i></p> <p data-bbox="332 871 1412 1092"><b>Choose one issue the group has listed. Have one person fill in one action plan worksheet (usually this will be the coordinator), as the group names actions that can be taken. Probe the group. Continue to ask the group:</b> <i>What actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge? We need to work toward having 5 action items.</i></p> <p data-bbox="332 1123 1412 1165"><b>Keep probing until they have about five activities for the issue.</b></p> <p data-bbox="332 1291 1412 1470"><b>You may want to do all issues as a large group or you may want to divide the group into three small diverse groups (a judge, a defense attorney, mental health, etc.). For small groups have each group choose two priority areas or assign each group two priority areas. Give each group at least two action planning worksheets.</b></p> <p data-bbox="332 1501 1412 1764"><b>Wander between the groups. If a team gets “stuck” provide them with the questions:</b> 1) <i>What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge/opportunity?</i>                  2) <i>These actions don’t have to be a big effort they just need to be <u>consistent</u> and monitored!</i>                  3). <i>What can this team do to affect a change to this challenge?</i></p>

	<p><b>If the team broke into small groups have each group share their Action Planning Worksheets with the whole team. If the team stayed in a large group ask the recorder to read the action worksheet to the group.</b></p>
 5 minutes	<p><b><u>Activity 6: Next Steps</u></b></p> <p><b>This may be done by the local DTC coordinator. Tell the group what will happen next: When the action plan will be ready for review and when the group should reconvene over lunch to review the final action plan document and review and sign the team’s Memorandum of Understanding (MOU).</b></p>
	<p><b>Thank participants for their hard work and participation in DTC Strategic Action Planning!</b></p>

\*\*\*\*\*

## TIPS FOR FACILITATING GROUPS

You cannot make other people be motivated, but you can create an environment that encourages them to be self-motivated. Facilitation skills in the following areas are essential to your success in this process.

### Creating a Positive Learning Climate

Trust, respect, and accountability are critical. Establish a positive climate at the beginning of training and maintain it throughout the session.

### Managing Time

As the facilitator, you are accountable to the learners to ensure that all material is taught and all skills are practiced. An activity may take longer than planned because of group discussion or questions. Prior to each session, create a plan to use if time runs short. This might mean shortening the time on an activity by limiting the number of responses when small groups debrief. Pay attention to the needs of your learners. Announce the need to move on, but if possible, suggest you will stay to discuss an issue after the session. Suggested times for activities are at the beginning of each activity.

### Listening & Asking Questions

Questions are your key to understanding what is going on for the group and for individual learners. You may wish to replace or supplement the suggested questions in the facilitator guide with those created by listening to your group. Remember to ask only one question at a time and then wait. Give people a chance to respond. People need time to

think and formulate their answers. Eight to ten seconds is not too long to wait, even though it may seem long to you.

## **Giving Instructions for Activities**

The instructions for the activities are written on the participant guide. By having these instructions displayed on the handout and stated by the facilitator the participants will see and hear what they will be expected to talk about. This will assist them with focus and clarity throughout the activity.

In addition to showing participants what they will be asked to discuss, you need to review the instructions to make sure the participants understand why the activity is important and what they are to do. Address the “why,” “what,” “how” and the reporting procedure of the activity. For example, you might say, “In the first activity, you will be asked to write the top five issues your Drug Court Team needs to address in the coming year and then identify what key component relates to that issue (the “why”). An important aspect of developing a strategic plan is understanding the strengths, challenges opportunities and threats that are present in our working environment (the “what”). Work in your small groups and write the SCOT’s for each of the key components (the “how”). In small groups decide on the top two challenges and top two opportunities for each issue. Write those on the flipchart with your initial. Continue until you have completed all 8 key components (the “report”). This lays a foundation for learning about their experience rather than judging if the experience is “right” or “wrong.”

## **Debriefing & Facilitating Group Discussions**

Handling the reports from small groups and orchestrating large group discussions are essential facilitation skills. Here are some suggestions:

- Stay in the room while small groups are working on the activity. Let them do the work without interference, but be available if a group needs your assistance.
- Be attentive to noise level. A change indicates that learners may be working harder or that they have completed their activity.
- Announce a time check by saying, “There are about two more minutes left,” or “Can you finish in two minutes?” Pull the groups together earlier if you sense they have completed the activity.
- When you call the group back together, make it invitational by saying something like, “It’s time to come back together,” or “Let’s hear what each group has to say.” Then make sure you have the group’s attention before proceeding.
- Ask in-depth questions, especially of the “What if...” type, to challenge thinking and expand the learning (e.g., “What if that challenge was eliminated, what else would stand in the way?”).
- Acknowledge and affirm participants’ work by selectively recapping, paraphrasing in your own words, or expounding, (e.g., “You make a good point about... In addition...”).

## **Brainstorming Techniques and Tips**

Brainstorming is a group creativity technique that is designed to generate a large number of ideas for the solution of a problem. It is particularly helpful when the group needs to develop new ways of looking at things. Here are some suggestions for leading a brainstorming session:

- Define the problem you want solved clearly, and lay out any criteria to be met;
- Keep the session focused on the problem;
- Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a good brainstorming session;
- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group;
- Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity;
- Ensure that no train of thought is followed for too long;
- Encourage people to develop other people's ideas, or to use other ideas to create new ones; and
- Appoint one person to note ideas that come out of the session. A good way of doing this is to use a flip chart, so the suggestions can be studied and evaluated.

## Strategic Action Planning for Local Drug Treatment Court Teams

### **Activity 1: Our Top Five DTC Issues**

Name the top five issues you think your Drug Treatment Court needs to address in the coming year. List your issues in the space provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Activity 2: Key Components for SCOT Analysis**

- A. Review these eight DTC Components that you will be analyzing today.
- B. Note where your top five issues are included in these components by writing the number of your issue to the left of the component. If any of your top five issues are not included in the eight components, add them to the list. These will be the issues that you will include in your SCOT Analysis in the next activity.

- \_\_\_\_\_ Non-adversarial team dynamics
- \_\_\_\_\_ Identification (targeting) and admission
- \_\_\_\_\_ Treatment
- \_\_\_\_\_ Drug testing
- \_\_\_\_\_ Sanctions and incentives
- \_\_\_\_\_ Court reviews
- \_\_\_\_\_ Training
- \_\_\_\_\_ Outreach to the community

- C. Share any issues that are not included in the components above.

Our remaining Issues that are not included in the components above:

---

---

### **Activity 3: SCOT Analysis**

- A. Read about Strengths, Challenges, Opportunities, and Threats as they are described on your SCOT definition handout.
- B. Working in pairs, (with one trio if the group has an odd number of participants) write Strengths, Challenges, Opportunities, and Threats for one key component. You will work on one worksheet at the time, passing your sheet to the person on your right when the facilitator calls time. When the activity ends, you will have analyzed each of your group's issues.

BREAK

### **Activity 4: Naming Priorities for Action Planning**

- A. Do a Gallery Walk and review your team's Challenges that are posted on the flipcharts around the room.
- B. In order to determine your team's priorities for action planning, you will each be given six votes (represented by six adhesive dots). Voting only for challenges, you may cast your six votes however you prefer—all six for one Challenge or one vote for six different Challenges, etc. Vote for your priorities.
- C. The facilitator will tally the votes. The six issues with the most votes will become your team's strategic action planning issues for the coming year.
- D. As a group, look at the charts of the Challenges and Opportunities, still posted around the room. Are there any Challenges that were not selected that might be folded into the priority areas you selected?
- E. The facilitator will record all of your responses on the flip chart and lead the group to consensus for the six priority areas.

### **Activity 5: Creating Our Team's Action Plan**

- A. Listen as your facilitator explains the Action Planning Example handout found in your packet. What are your questions?
- B. As an example you may want to choose one priority area listed on the flipchart. In the large group, brainstorm answers to this questions: *What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge? These actions need to be consistently monitored and shared by different people on the team, not just the coordinator.*



## Participant guide for DTC strategic action planning

- C. Divide into three small diverse groups, (each should have diverse representation, such as a judge, a defense attorney, a treatment provider, etc.). In your group, complete the Action Planning Worksheet for two of the six priority areas. (You will choose or your facilitator will assign your priority area). To identify action steps, brainstorm answers to this question:

*What five actions or activities could we commit to doing that will have the biggest positive impact on addressing this challenge?*

- D. Each small group will share their Action Planning Worksheets with the whole team.

### **Activity 6: Till we meet again**

- A. Decide when we can have a luncheon meeting to review the final SCOT action planning document and review and sign the team's Memorandum of Understanding (MOU).

Thank you for your participation and hard work to make this planning session a success!

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Non-adversarial team dynamics

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Identification (targeting) and admission

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Treatment

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Drug testing

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Sanctions and incentives

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Court reviews

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Training

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS



Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: Outreach to the community

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: \_\_\_\_\_

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: \_\_\_\_\_

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: \_\_\_\_\_

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS

Circle your group's letter upon completion: A B C D E F G H

Strategic Issue Analysis: \_\_\_\_\_

STRENGTHS

CHALLENGES

OPPORTUNITIES

THREATS