

Establishing collective commitment

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Chapter Editing

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Collective commitment by each of the stakeholders will be paramount to help in identification and analysis of behaviors which will further be used to evaluate the program's success. This will involve evaluation of contribution by the high-performing collaborative teams; enquiry and reflection on the results of each collaborative team by assessing their expectations, modeling and monitoring the interactions to ensure safe and orderly environment with respect to intergenerational gap, and involvement in life-long interactions and behaviors via the professional help by the evaluators. This can be achieved through developing and implementing policies and procedures to monitor and support achievements/ behaviors of each of the diverse stakeholders for the collective success of the program. This will call for independent though collaborative behavior among the stakeholders such that depending with the expectations of the program and respective teams; they will have different objectives which will greatly influence the outcome of the program (Rodriguez, 2005).

Program coordinators will be tasked with demonstrating fiscal responsibilities; creation and maintenance of safe interaction environments, encourage and support the achievements of each and every stakeholder and provide opportunities for the large scope of community participation. In addition, they should develop and implement program's policies and procedures that promote data-driven decision making processes; model life-long learning and interactions, enhance review and revisions of fiscal and interaction processes, and those that recruit and maintain individuals in the program for continuity and sustainability.

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Evaluators will be entitled to recognize and implement a collaborative culture such as use of various and balanced assessments for monitoring purposes and guide in the instructional design; provide supportive interactions atmosphere where everyone feels physically, emotionally and intellectually safe, provide conceptual and result-oriented practices and provide opportunities that promote independence of interactions, respect and responsible choices among the group members.

The different social groupings will be tasked with sharing their interaction talents and skills; reach and work towards their personal and collective attitudes, show pride and spirit by participating in all of the program procedures, take personal and collective responsibilities within the groups by extending their kindness and friendships as a sign of understanding the program's missions, and approach the situations in an open minded manner. This will help group members to become responsible and self-reliant/ independence in the demonstration of behaviors and practices that will guide the evaluators and coordinators in devising programs that enhance healthy relationships among the group members and monitoring the activities of each stakeholder.

Community representatives and the funding organizations will enhance support and development of positive relationships among the participating parties; be responsive to material needs of the group members, facilitators and the support staff/ the fiscal needs of the program, ensure effective communication along the chain of command and promote pride, ownership and support of the program. This will help in promoting an environment that is safe and logistics-secure, courteous and welcoming to the participating members and that which promotes effective sharing of information and <https://assignbuster.com/establishing-collective-commitment/>

findings along the chain of command. This will promote the active involvement of each stakeholder; enhance timely and effective communication among the group members which in turn will guide in evaluation and assessment and commitment to life-long interactions among the groups and evaluators which will in the long run lead to appreciation of cultural, racial, professional and age diversities for program's mission of intergenerational solidarity.

Reference

Rodríguez, C. L. (2005). Collaborative evaluations: A step-by-step model for the evaluator. Tamarac, Fla: Llumina Press.